DOCUMENT RESUME

ED 306 592 CS 211 844

TITLE	Language Arts Grades 8 and 9: Program of Studies/Curriculum Guide: Interim 1989. Integrated Occupational Program.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO	ISBN-0-7732-0086-X
PUB DATE	89
NOTE	202p.; Contains shaded material (material printed in colored boxes and on colored paper). This material will reproduce clearly but not in the manner intended.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Communication Skills; Curriculum Guides; Daily Living Skills; Foreign Countries; Grade 8; Grade 9; *Integrated Curriculum; Junior High Schools; *Language Arts; Program Descriptions
IDENTIFIERS	Canada; *Integrated Occupational Program

ABSTRACT

Designed for students who have experienced difficulty in learning, this combined curriculum guide and program of studies describes the Integrated Occupational Program (IOP) which is designed to develop the skills necessary for everyday living at home, at school, in the workplace, and in the community. The IOP Language Arts Grades 8 and 9 program is designed to provide for the development of the essential concepts, skills, and attitudes required for effective communication in all environments. The Language Arts 8 and 9 program has been developed to practice these skills by integrating skills across the curriculum and applying these skills to various real life situations. Goals for the program include having students: (1) become self-motivated and self-directed decision makers; (2) gain increased confidence in taking risks, accepting challenges and making decisions; and (3) develop a sense of self-worth and confidence in their ability to participate responsibly in a changing society. (RS)

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INTEGRATED OCCUPATIONAL PROGRAM

Program of Studies/Curriculum Guide
Grades 8 and 9

LANGUAGE ARTS

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INTERIM 1989

CS2118 44.

Curriculum

Alberta
EDUCATION

Language Arts

Program of Studies/Curriculum Guide

Grades 8 and 9

INTERIM 1989

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.
Language arts 8 and 9 : program of studies/curriculum guide: interim 1989.

ISBN 0-7732-0086-X

1. Language arts (Secondary) -- Alberta. I. Integrated Occupational Program. II. Title.

PE1113.A333 1989 372.6

NOTE

CURRICULAR DOCUMENT FORMAT

To provide educators with a comprehensive overview of the Integrated Occupational Program, all I.O.P. curricular documents have adopted the format of combining the Program of Studies and Curriculum Guide into one document. The shaded statements or segments within this document indicate the prescriptive contents of the Program of Studies. All other advice and direction provided are suggested only.

The terminology and format used in this document reflect policy in effect when I.O.P. curriculum development began in 1987.

METRICATION POLICY

It is the policy of Alberta Education that "SI units become the principal system of measurement in the curriculum of the schools in the province". In preparing students for transition to the workplace where Imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the practical arts/occupational component of the Integrated Occupational Program.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

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ACKNOWLEDGEMENTS

The Integrated Occupational Program Language Arts 8 and 9 Program of Studies/Curriculum Guide has been developed through the cooperative efforts of many individuals. Each person's contribution is sincerely appreciated. The program has also benefited from the validation of a number of educators across the province. Their comments provided valuable assistance and direction.

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RATIONALE

The Integrated Occupational Program (I.O.P.), developed as an outcome of the *Secondary Education in Alberta Policy Statement* (1985), is a program for students who have experienced difficulty in learning. The program consists of both core and complementary courses designed to develop the skills necessary for everyday living at home, at school, in the workplace and in the community.

The I.O.P. Language Arts 8 and 9 program is designed to provide for the development of the essential concepts, skills and attitudes required for effective communication in all environments. Opportunities are provided for students to negotiate their needs and wants for functioning in their environments. In this way, students will become motivated to participate in their learning experiences. Traversing the span between the concepts, skills and attitudes required and the needs, wants and interests of students is integral to a successful language arts program

The language arts strands comprise one dimension of the program. Listening, speaking, reading, writing and viewing are communication modes necessary to gather and/or transmit information. Metacommunication, which refers to individual understanding of the behaviours leading to effective communication, is addressed throughout the study of the strands.

Information processing (inquiry), which consists of combining cognitive strategies with metacognitive knowledge, is also a focus of the program. I. O. P. students may be unaware of the strategies they may generate and deploy to become more efficient in their cognitive functioning. Evidence suggests that students with learning difficulties can learn and apply appropriate behavioural strategies. The strategies for acquiring, interpreting and communicating information, solving problems and making decisions that are developed and applied throughout the program will provide students with systematic and logical approaches for managing unfamiliar situations.

The Language Arts 8 and 9 program has been developed to teach skills within contexts, thus providing the students with the direct assistance needed to transfer specific skills to more generalized situations. Integrating skills across the curriculum and applying the skills to various "real life" situations provide many opportunities for practise.

The passive acceptance of failure often apparent in the behaviour of I.O.P. students will be reversed and students will:

- become self-motivated and self-directed decision makers
- gain increased confidence in taking risks, accepting challenges and making decisions
- develop a sense of self-worth and confidence in their ability to participate responsibly in a changing society.

PHILOSOPHY

The Integrated Occupational Language Arts course focusses on individual student's needs. As a result of identifying and building upon the existing foundation, the student is guided and assisted toward success in all learning endeavours. The design of the curriculum promotes a diagnostic/developmental approach within meaningful contexts in which language skills are addressed, deficits are exposed and weaknesses are remediated as needed. Because attitude and self-esteem are powerful influences over learning, the program must foster in each student a positive self-concept and a positive attitude toward learning. The concepts, skills and attitudes imparted must:

- provide meaningful and relevant experiences and content
- be appropriate to student ability
- provide for student success.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student has a preferred learning style. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery may often be necessary to ensure that individual student needs are being met.

Direct assistance must be provided to the learner when progressing from the concrete level of thinking to the more abstract thought processes. Appropriate strategies for providing this assistance have been included in this curriculum guide and the ***Teacher Resource Manual***.

Of significance are two universal concepts about language:

- the existence of dynamic, developmental interconnections among the skills and the strands as these relate to the purposeful use of whole language
- the instrumentality of language. Language is often called the exposed edge of thought and the universal tool for learning, and is the vehicle for sharing our entire collection of life experiences. Language is not merely an aid in developing lifelong learning and thinking skills, but, rather, lies at the conceptual heart of the thinking process.

An integrated approach presupposes the connecting of language components into meaningful activities and applications. Listening, speaking, reading, writing, viewing and metacommunication activities are interwoven with skills identified for competent functioning at home, at school, in the workplace and in the community. Stories, poetry, films and students' conversations in discussion groups, for example, provide the basis for expanded writing experiences. Since students may experience problems in transferring specific skills to more general contexts, discrete skill instruction is de-emphasized.

Organizing language instruction into themes is used to advance the goals of the Integrated Occupational Language Arts program and to facilitate the pursuit of holistic instruction relative to both language and the student.

The philosophical basis for the Integrated Occupational Language Arts program closely parallels that of the Language Arts Program, Grades 1-12 (*Program of Studies for Junior High Schools*, 1984, pp. A1-A2). Specifically, there is concurrence on the following philosophical statements:

- Teachers must acknowledge the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- Development of language arts skills is integrally related to success in one's further education, career and social life.
- A language arts program which provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Classroom activities should incorporate experiences which reflect meaningful uses of language and provide opportunities for relating skills and content.
- School experiences must maintain the link between the learner and content through activities which encourage student participation.
- The application of language skills is necessary for successful achievement in all subject areas.
- Experiences are enriched when they are shared through conversation and discussion.
- The school must help students develop a mass media literacy through an intelligent exploration of methods of conveying ideas and through discriminative reaction to and personal use of media.

GOALS OF I.O.P. LANGUAGE ARTS 8 AND 9

Integrated Occupational Language Arts program students will be expected to:

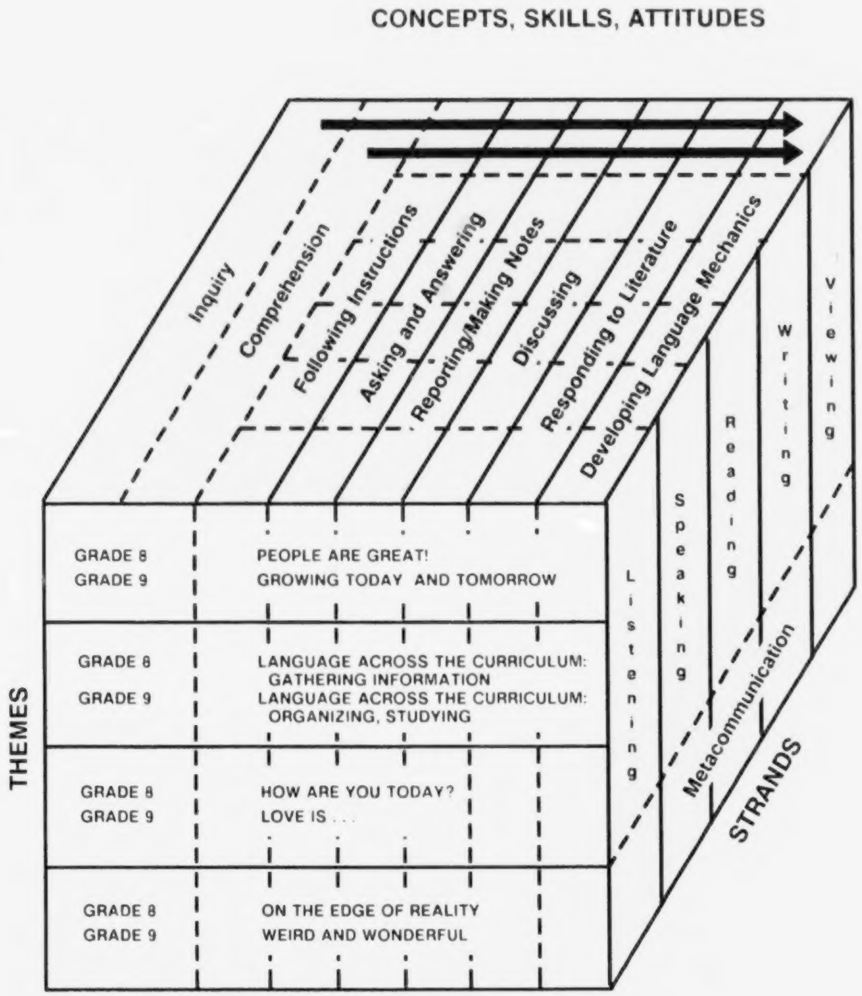
- display increased self-confidence, self-esteem and tolerance, thus enhancing meaningful participation in all communication exchanges
- extract, express and negotiate meanings in the environments of other subject area classrooms
- display an increase in the application of language arts concepts, skills and attitudes to satisfy the communication demands of the home, the school, the workplace and the community
- generalize and apply language arts concepts, skills and attitudes to daily life and occupational situations
- apply critical and creative thinking and problem-solving/decision-making strategies in daily life
- display a positive self-concept and a positive attitude toward language arts and lifelong learning through active participation in the learning process
- recognize the application and influence of technology in the home, the school, the workplace and the community.

MODEL FOR I.O.P. LANGUAGE ARTS 8 AND 9

The model for the Integrated Occupational Language Arts program emphasizes the instrumentality of language use as it relates to contexts for meaningful language comprehension and practise. The three dimensions, which provide the basis for planning an integrated language program and which are illustrated in the following cube, are:

- concepts, skills and attitudes
- strands
- themes.

The themes are placed on the front face of the cube to highlight their importance in planning integrated language activities.


CONCEPTS, SKILLS, ATTITUDES
Inquiry
Comprehension
Following Instructions
Asking and Answering
Reporting/Making Notes
Discussing
Responding to Literature
Developing Language Mechanics
Listening
Speaking
Reading
Writing
Viewing
Metacommunication
STRANDS
THEMES

GRADE 8 GRADE 9	PEOPLE ARE GREAT! GROWING TODAY AND TOMORROW
GRADE 8 GRADE 9	LANGUAGE ACROSS THE CURRICULUM: GATHERING INFORMATION LANGUAGE ACROSS THE CURRICULUM: ORGANIZING, STUDYING
GRADE 8 GRADE 9	HOW ARE YOU TODAY? LOVE IS . . .
GRADE 8 GRADE 9	ON THE EDGE OF REALITY WEIRD AND WONDERFUL

CONCEPTS, SKILLS AND ATTITUDES

The concepts, skills and attitudes outlined on the top face of the cube represent the intended student learning outcomes of Language Arts 8 and 9 and are detailed later in this document.

The eight concept areas that are identified are appropriate for lifelong learning and the task demands of the home, the school, the workplace, and the community.

The arrows indicate that the inquiry strategies and the comprehension skills are to be addressed within each concept area. The concepts, skills and attitudes associated with inquiry and comprehension are global in nature and therefore infiltrate the six remaining concept areas and the strands.

The inquiry component of the model highlights strategies and behaviours needed to internalize information. The intent of inquiry is for students to use increasingly thorough methods of processing information. The strategies that are developed and deployed to regulate learning may assist students to acquire, manipulate, integrate, store, retrieve and apply information. These strategies are useful for lifelong learning because they are applicable to a variety of problem-solving/decision-making situations.

Integrated Occupational Program students may not spontaneously generate learning strategies for their own use. However, research suggests that the teaching techniques of selecting strategies, modelling behaviour and providing application practise will enhance student acquisition of appropriate strategies. Encouraging students to develop personal strategies may prove to be beneficial since students often remember and use individually developed strategies more frequently than those offered by other people.

The transience of knowledge and the rapidity at which working environments change makes learning-to-learn processes and self-awareness important in adjusting to the everyday demands of life. An awareness of the processes involved in acquiring knowledge is an integral component of all learning tasks, and activities to develop students' abilities along this dimension are provided in concert with activities designed to promote competence in the basic skills.

STRANDS

The strands of language are the vehicles for transmitting language skills to specific tasks. The strands of **listening, speaking, reading, writing** and **viewing** pervade all skills of language. Selecting the communication strand or combination of strands which best corresponds to the skill and the task demands contributes to maximum learning.

e.g.,

SKILLS	STRANDS
Following verbal instructions	Listening, Viewing (non-verbal cues)
Discussing	Listening, Speaking, Viewing

Instructions that are detailed or complex and depend heavily on short-term auditory memory, may be addressed in the Integrated Occupational Program classroom using the teaching strategy of displaying alternative forms of the same information. Pictures, diagrams or posted instructions will act as permanent external stimuli assisting the student to follow instructions accurately and successfully.

The Integrated Occupational Program Language Arts program places special emphasis on **metacommunication** which refers to personal knowledge about the techniques that facilitate **effective communication**. The majority of people learn metacommunication strategies through everyday experiences. Due to perceptual, rather than academic deficits, students with learning difficulties often lack this tacit knowledge. Expanding metacommunication awareness throughout the five strands will prove beneficial to the achievement of Integrated Occupational Program students in both social and academic contexts, and thus is a focus of the strategies and activities suggested in the language arts program.

THEMES

The themes provide the applications and tasks necessary for successful functioning in the home, the school, the workplace and the community. Organizing instruction utilizing themes integrates groups of skills into meaningful aggregates and focusses attention and inquiry on a particular topic, issue or concern.

Using themes facilitates the acquisition of skills in ways that differ from the skills-based approach favoured by many conventional curricula. In a skills-focussed unit, all concepts, activities and objectives relate to a single sub-skill. A skills unit might concentrate entirely on "discussing", while a theme unit will use discussing as one activity in the treatment of a theme such as "How Are You Today?" (Grade 8) or "Love Is . . ." (Grade 9). Clearly, the thematic avenue is more consistent with a whole language approach and with the conviction that most language skills can be successfully learned in conjunction with language exploration.

One of the many advantages of the thematic approach to language arts is that the use of themes aid in the natural integration of language skills. The relationships among such processes as critical thinking, decision making, and organizing are reinforced as language is deployed as a means of investigating, sharing, reflecting and reacting to real issues that affect the students' own lives. In addition, an appropriately constructed theme unit provides for activities at all levels of thinking, such as recalling, applying, analyzing, synthesizing, and evaluating. Other advantages of theme units are that they:

- provide for cumulative development of background knowledge and skills, enabling students to retain, relate and transfer learnings from day to day
- furnish the opportunity to review learned skills in novel contexts, thus promoting the transfer of knowledge. Accessing prior knowledge and providing links to new contexts is an important component of an integrated program
- encourage flexibility to respond to student interests and wants which are powerful tools in advancing individual motivation and skill development. When students perceive ownership for the learning contexts and negotiate a portion of the curriculum, learning is more readily facilitated
- allow for the accommodation of individual differences in interests, abilities and learning styles
- provide the opportunity to include a wide variety of activities including issues and problems of the local community
- promote the use of various media, resources and instructional approaches.

While the theme approach is advocated in the Integrated Occupational Language Arts program, skills-focussed units may at times be appropriate. Themes provide an organizational structure for the content, but on occasion specific skills may be taught more effectively as focussed units. For example, a teacher may identify the need for instruction in the correction of run-on sentences and the specific knowledge and skills necessary to remediate this problem may be taught as a discrete skill unit. Further, writing a business letter may emerge as an appropriate activity within a theme. Instruction and practise in this skill area may develop into a separate sub-theme on business letter writing. Instructors are encouraged to intervene and to determine which skills should be taught or reinforced in a more focussed manner.

Four themes at each grade level have been developed to provide coverage of the required concepts, skills and attitudes. At the local level, teachers may wish to develop additional themes to expand upon and reinforce learning objectives.

INTERPERSONAL SKILLS AND THE SOCIAL SPHERE

Junior high school students are in a transitional stage of life. Adolescence, which is characterized by rapid growth and the onset of puberty, is often a time of uncertainty and excessive concern about peer relationships. Responses in early adolescence may appear to be volatile and inconsistent, as students are developing the ability to reflect upon and analyze their emotions. Students at this age are preparing to be adults.

Although schools are not the sole influences on the student's emotional, social and moral development, the instructional program does affect interpersonal learning.

The Goals of Secondary Education state the importance of affective, interpersonal and moral goals when they indicate that students should:

- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of moral and ethical behaviour.

Students will vary in their emotional/social development and their ability to cope with personal problems. Behaviours viewed as "problematic" are often simply an indication of the adolescent's lack of sophistication in using adult skills. Classroom instruction must provide a variety of approaches that will encourage students to reflect upon their responses in social situations and to develop productive interpersonal skills. The guidelines that follow have been adapted from Alberta Education's monograph *Students' Interactions: The Social Sphere* (1988), and are intended to foster affective, interpersonal and moral learning within the classroom:

- Model appropriate behaviour for students. When teachers are polite and respectful of students' dignity, students will respond positively. Students imitate and thereby implicitly learn to deal with emotions, other people and moral issues by observing the consistency of adult behaviour.
- Encourage students to express their opinions and feelings, to ask questions and to accept emotions as they occur in day-to-day life. Through mediated learning, encourage students to examine emotional responses from different frames of reference, and to organize and interpret their own responses as well as the responses of others.
- Provide students with supportive comments, guidance and genuine expressions of concern. Set expectations that are firm and fair, and then believe in the students' ability to meet these expectations and do well. Develop "working agreements" to help tasks flow smoothly, and to ensure that students understand the nature of the instructional tasks they are asked to perform.
- Ensure that classroom management practices and rules are known, upheld, moderate in nature, negotiable, and consistently applied. Responding to the harmful or unjust effects/consequences of a moral transgression is more effective than reference to broken rules or unfulfilled social conventions.
- Recognize that experiential learning is a particularly effective vehicle for teaching interpersonal skills. Although some learning may occur through listening and reading, one best learns to live with other people by living with other people. Cooperative learning techniques are especially useful where students are actively involved in lessons linked to their own needs, interests or experiences.

- Be aware that although adolescents deal with a number of issues, they usually cope by managing one problem/issue in their lives at a time. Help students to integrate various aspects of their lives by encouraging them to recognize how various problems/issues/solutions are often interrelated.

- Assist students to learn skills that are more appropriate in differing contexts. Although some students are described as "lacking in social skills", socially maladapted students do not necessarily lack skills or social involvement; rather, they use inappropriate skills in particular contexts. When directly teaching interpersonal skills, be as concrete as possible, and "build bridges" by linking situations with appropriate actions and behaviours.

- Assist students to focus on the need for a system of shared conventions. As students affirm the social system of conventions, they will view conventions more positively and will become less disruptive in their behaviour.

- Encourage students to interpret and evaluate the competing moral issues presented to them. Provide opportunities for open discussion and debate, where students interact with their peers. Discuss issues that are "real" to the students.

- Provide students with practical strategies for resolving interpersonal conflict. A framework for social problem solving is provided in the preamble of this document. This framework uses a problem-solving approach in helping students to identify:
  - reasons for the difficulty
  - strategies to avoid the conflict another time.

Student development in the affective, interpersonal and moral domains has been addressed in this curriculum through attitudinal learning objectives that accompany each cluster of concepts and skills in the program of studies. Instruction must include a balance of approaches appropriate to student development in each domain, as delivery of isolated content will not ensure the formation of desired attitudes. The *Teacher Resource Manual* provides additional strategies that facilitate attitudinal development within the context of themes suggested in the program.

REQUIRED AND ELECTIVE COMPONENTS

The required component of the Integrated Occupational Language Arts 8 and 9 program reflects the concepts, skills and attitudes that all students must acquire. These are generic in nature because of their broad application to other disciplines and to real life situations. The Program of Studies outlines the required component of the program.

The elective component of the I.O.P. Language Arts 8 and 9 program permits the teacher to:

- remediate or reinforce concepts, skills and attitudes from the required component as necessary to achieve student mastery
- extend or enrich the required component, thus embedding additional and related concepts, skills and attitudes considered appropriate to individual interest and need.

Students' abilities, needs and interests will largely determine the use of elective time. The elective time is designed to provide opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each individual student's developmental stages and unique learning styles.

The instructional time for language arts may be apportioned:

- 80% required
- 20% elective.

In keeping with the philosophy that concepts, skills and attitudes are more successfully learned if taught within relevant content, they are embedded in four themes at each grade level. Utilizing all four themes will ensure coverage of the required component.

Grade 8:
- People Are Great!
- Language Across the Curriculum: Gathering Information
- How Are You Today?
- On the Edge of Reality

Grade 9:
- Growing Today and Tomorrow
- Language Across the Curriculum: Organizing, Studying
- Love Is . . .
- Weird and Wonderful

Each theme contains many student activities written to provide suggestions and models, rather than to prescribe content. The instructor may wish to add, delete and alter activities to comply with the interests and needs of the students. Reading the "Planning" section of this document will provide some general guidelines and ideas for adapting a theme to the particular circumstances of the classroom and individual students.

OVERVIEW OF THEMES COVERING THE REQUIRED COMPONENT

Major concept areas, supporting skills and the strands of language have been integrated into themes. This matrix indicates the concepts and strands that are highlighted through each theme.

GRADE 8	CONCEPTS								STRANDS				
THEMES	Inquiry	Comprehension	Following Instructions	Asking and Answering	Reporting: Making Notes	Discussing	Responding to Literature	Developing Language Mechanics	L	S	R	W	V
People Are Great!	X	X			X		X		X		X	X	
Language Across the Curriculum: Gathering Information	X	X	X		X	X		X		X	X	X	
How Are You Today?	X	X		X		X			X	X		X	X
On the Edge of Reality	X	X					X	X	X		X	X	X

GRADE 9	CONCEPTS								STRANDS				
THEMES	Inquiry	Comprehension	Following Instructions	Asking and Answering	Reporting: Making Notes	Discussing	Responding to Literature	Developing Language Mechanics	L	S	R	W	V
Growing Today and Tomorrow	X	X					X	X	X		X	X	
Language Across the Curriculum: Organizing, Studying	X	X	X		X	X		X	X		X	X	
Love Is . . .	X	X		X		X	X		X	X		X	X
Weird and Wonderful	X	X		X			X	X	X		X	X	

SUGGESTIONS FOR THE ELECTIVE COMPONENT

Several factors should be considered when selecting content for the elective component:

- curriculum objectives
- student's abilities/needs/interests
- availability of suitable learning resources.

For some students, the elective component may be used to provide additional instructional time (extension and remediation) for study of the four themes that support the required component of the program. In other instances, however, teachers may wish to develop enrichment themes using the elective component of the program. Themes of this nature might relate to:

- language arts competencies required in another subject area
- a life experience or student interest topic
- a novel study
- a language arts skills unit.

PLANNING

GENERAL COURSE PLANNING

Themes and the related skills may be sequenced at the teacher's discretion; however, the following suggestions are offered:

- The themes "People Are Great!" (Grade 8) and "Growing Today and Tomorrow" (Grade 9) could be used as introductions to the Integrated Occupational Language Arts program. Each of these themes spans a wide range of language concepts, skills and attitudes and a variety of activities. These initial themes are intended to give the instructor insight into the areas of skill deficits and to provide direction for structuring focussed skill sub-units in future themes

- The theme "Language Across the Curriculum" may be covered early in the language arts program since it addresses the skills frequently demanded of students in other subject areas Conferencing with other teachers may well provide direction in sequencing course content and in determining clustering patterns of both the language skills and the inquiry strategies (e.g., the social studies teacher may find students weak in reporting/making notes and studying skills)

Program planning should involve an emphasis on writing as a process. The program should include a wide array of activities from the three domains of writing:

- sensory/descriptive
- imaginative/narrative
- analytical/expository.

The *Teacher Resource Manual* provides suggestions for a sequence of assignments from these domains, as well as a diagnostic framework for evaluation of writing activities

TIME ALLOCATION

In concurrence with the regular program, the Integrated Occupational Language Arts program has been designed for a minimum of 150 hours of instruction at each grade To meet student needs, additional time may be allocated to I.O.P. language arts instruction at the discretion of the local jurisdiction.

Minimum time allocations are recommended for the delivery of themes in the *Teacher Resource Manual*. These recommendations are intended to ensure that key concepts, skills, attitudes and processes outlined in the Program of Studies are adequately addressed within each theme.

The four themes which provide coverage of the key concepts, skills and attitudes are designated 80% of the instructional time. The remaining 20% represents the elective component to be used for remediation or enrichment. **If student needs suggest that the elective component be used to enhance the learning process within the required component, time allocations for each theme might be increased to those indicated below.**

GRADE 8

THEMES		ELECTIVE
People Are Great!	25%	REMEDIATION
Language Across the Curriculum: Gathering Information	30%	
How Are You Today?	25%	REINFORCEMENT
On the Edge of Reality	20%	

GRADE 9

THEMES		ELECTIVE
Growing Today and Tomorrow	25%	REMEDIATION
Language Across the Curriculum: Organizing Studying	30%	
Love is . . .	25%	REINFORCEMENT
Weird and Wonderful	20%	

If student needs suggest that the elective component be used to enrich and extend concepts, skills and attitudes through the introduction of new topics and/or themes, time may be allocated as illustrated below.

GRADE 8

THEMES		ELECTIVE
People Are Great!	20%	ENRICHMENT
Language Across the Curriculum: Gathering Information	25%	
How Are You Today?	20%	EXTENSION
On the Edge of Reality	15%	20%

GRADE 9

THEMES		ELECTIVE
Growing Today and Tomorrow	20%	ENRICHMENT
Language Across the Curriculum: Organizing Studying	25%	
Love is . . .	20%	EXTENSION
Weird and Wonderful	15%	20%

COMMUNITY PARTNERSHIPS

The use of community partnerships to extend learning experiences is integral to the Integrated Occupational Program. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

Suggestions for relevant community partnerships in a language arts class might include:

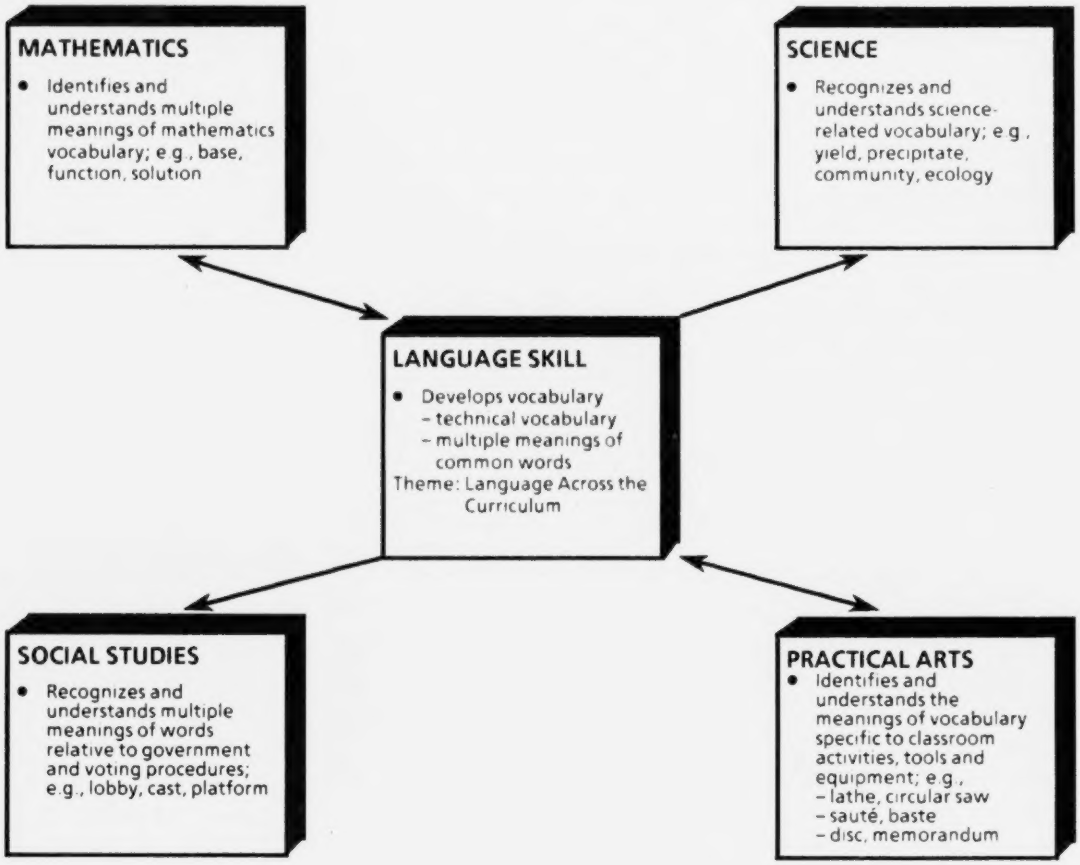
- inviting an author to class to discuss the writing process
- visiting the local TV station or newspaper office, focussing on the relationship between language arts and the media
- inviting a guest speaker to discuss personal experiences relating to the "People Are Great!" (Grade 8) or "Growing Today and Tomorrow" (Grade 9) themes. For example, a local individual who is "great" because he/she has grown as a result of contributing to local recreational activities may add insight to the theme
- walking throughout the community listing visuals to promote sight vocabulary, such as billboard advertisements, information signs at bus stops, direction signs to bicycle paths or park areas, signs prescribing driving and parking regulations, and graffiti
- interviewing relatives to encourage the sharing of unusual personal experiences and relating this information to the "On the Edge of Reality" (Grade 8) or "Weird and Wonderful" (Grade 9) themes.

CURRICULAR INTEGRATION

Emphasis has been placed on relating language competencies to daily life skills (Column 2 of the Program of Studies/Presentation of Content) and to the language demands across the curriculum (Column 3 of the Program of Studies/Presentation of Content). Providing language arts experiences both within and outside of the school reflecting real life demands will encourage the transfer of problem-solving and decision-making behaviours. Such practice will also facilitate the integration of overall knowledge and skills and may serve as a motivating factor when students see the relevance of the experience.

Due to the conviction that language skills are most successfully learned within meaningful contexts, efforts have been made to integrate the language skills into context. Integration activities are listed appropriate to the themes developed (see *Teacher Resource Manual*). The diagram illustrates how curricular integration may be achieved.

Example of Curricular Integration



MATHEMATICS

- Identifies and understands multiple meanings of mathematics vocabulary; e.g., base, function, solution

SCIENCE

- Recognizes and understands science-related vocabulary; e.g., yield, precipitate, community, ecology

LANGUAGE SKILL

- Develops vocabulary
  - technical vocabulary
  - multiple meanings of common words

Theme: Language Across the Curriculum

SOCIAL STUDIES

- Recognizes and understands multiple meanings of words relative to government and voting procedures; e.g., lobby, cast, platform

PRACTICAL ARTS

- Identifies and understands the meanings of vocabulary specific to classroom activities, tools and equipment; e.g.,
  - lathe, circular saw
  - sauté, baste
  - disc, memorandum

Cooperative planning and conferencing with other teachers is central to understanding the contexts in which basic skills are taught across the curriculum and to planning the strategies and activities for reinforcing these skills. Some concept areas and skills may have a more limited base for application (e.g., "Responding to Literature") within school contexts, but may have a variety of real life applications. It is incumbent upon instructors to seek the possibilities for reinforcement of skills as appropriate and to plan their lessons accordingly.

PLANNING AN INTEGRATED UNIT OF INSTRUCTION

A variety of factors need to be considered when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing units of instruction.

1. Identify a possible theme, based upon:
    - curriculum objectives (adequacy in covering basic skills)
    - student needs/interests/abilities
    - availability of suitable learning resources

2. Develop a purpose for the theme. Include:
    - thematic objectives
    - a checklist of concepts, skills and attitudes that lend themselves to the theme. Identify those skills that may need focussed/direct teaching
    - a checklist of process objectives

3. Consider suitable resources:
    - books, pamphlets, monographs
    - computer software and other technology
    - resources from other subject areas
    - community contacts
    - newspaper and magazine articles

4. Design activities:
    - allocate activities to the purposes developed in step 2
    - separate activities into lessons with general objectives
    - sequence the lessons

5. Develop ongoing strategies to build community partnerships into your theme:
    - field trips
    - guest speakers
    - demonstrations
    - tours

6. Plan for evaluation:
    - student's self-evaluation
    - teacher's ongoing and summative evaluation

7. Share the unit:
    - other teachers need access to good work!
    - expand, keep current, re-work the unit, every time it is used by any teacher
    - as others experiment and your unit enlarges, develop strategies for evaluating all the activities with different classes of students.

LEARNING RESOURCES FOR I.O.P. LANGUAGE ARTS 8 AND 9

STUDENT RESOURCES

BASIC LEARNING RESOURCES

GRADE 8

- Allington, Richard L., et al., *Wonders and Winners*. Glenview, Illinois: Scott, Foresman and Company, 1985.

GRADE 9

- Allington, Richard L., et al., *Sights and Sounds*. Glenview, Illinois: Scott, Foresman and Company, 1985.

The resources below are utilized in the regular junior high school language arts program. Selections from these resources are suggested based upon the appropriateness of their readability levels for Integrated Occupational Program students. Suggestions using the following resources are designed to assist those jurisdictions where Integrated Occupational Program students and regular program students are combined in the same classroom for language arts.

GRADE 8

- Graves, Clayton, and Christine McClymont. *Contexts, Anthology Two*. Scarborough, Ontario: Nelson Canada, 1982. (A basic resource for the regular Language Arts 8 program.)
- Graves, Clayton, and Christine McClymont. *Contexts, Reading Skills Two*. Scarborough, Ontario: Nelson Canada, 1984. (A recommended resource for the regular Language Arts 8 program.)

GRADE 9

- Sorestad, Glen; Christine McClymont; and Clayton Graves. *Contexts, Anthology Three*. Scarborough, Ontario: Nelson Canada, 1984. (A basic resource for the regular Language Arts 9 program.)

TEACHER RESOURCES

The *Teacher Resource Manual (1989)* developed by Alberta Education contains strategies and sample learner activities intended to structure and support:

- development of the concepts, skills and attitudes as outlined in the Presentation of Content (the cognitive and affective curriculum)
- development of the processing skills (the metacognitive curriculum)
- development of skills of language as they relate to the strands
- delivery of thematic instruction in the themes described.

TECHNOLOGY AND THE MEDIA

A variety of computer courseware is available for language arts. Consult the librarian for information regarding software within the school and/or to locate appropriate catalogues. An annotated list of courseware available in language arts is provided in *Computer Courseware Evaluations* (Curriculum Support Branch, Program Development Division, Alberta Education, 1986) and yearly supplements.

To enhance course presentation, teachers may wish to make use of available media services, libraries and government agencies for films, videotapes, audio tapes, records, kits, picture sets and filmstrips.

ADDITIONAL SUPPORT MATERIALS

The following learning resources have been identified as potentially useful for the Integrated Occupational Language Arts program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only to assist local jurisdictions in identifying potentially useful learning resources. The responsibility of evaluating these resources prior to selection rests with the local jurisdiction.

Periodicals

Scholastic Scope is a popular high interest/low reading ability periodical. Scope is designed for students in Grades 8-12, but it is written at the Grades 4-7 levels. Each magazine includes essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a mini-mystery, a variety of word games and other features designed to motivate students in language arts. Scope is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada, L4C 3G5.

Books

A variety of publishing companies distribute high interest/low reading ability novels and short story collections. Teachers may wish to peruse catalogues and obtain books for classroom use from the following list of publishers and/or publications.

Cassell Ltd.: Red Lion Books.

Gage Educational Publishing Company: The Canadian Topliner Series.

Globe/Modern Curriculum Press: Adapted Classic Tales.

Harcourt Brace Jovanovich, Inc.: Rally Reading Program Levels B and C.

Matthews, Dorothy (Chair), National Council of Teachers of English. *High Interest Easy Reading for Junior and Senior High School Students*, Fifth Edition, Urbana, Illinois, 1988.

Quercus Corporation: Caught Reading Series.

METHODOLOGY

LEARNING CHARACTERISTICS OF INTEGRATED OCCUPATIONAL PROGRAM STUDENTS

Integrated Occupational Program students may demonstrate a variety of language learning deficits which have an impact on academic as well as social success. When considered in conjunction with attention, memory and perception deficits, it becomes increasingly important to attend to these learning difficulties by addressing voids in language skills and strategies that are needed to advance learning.

The chart below summarizes possible problems in attention, memory and perception.

	PROBLEM	RESULT	INTERVENTION STRATEGIES
attention	• has difficulty focussing – cannot recognize or block incidental or irrelevant noise or details and attending to central information	• appears rude, inattentive or impulsive	• engage students' attention before beginning any instruction • teach students to monitor their behaviour by saying to themselves "Stop and think", or by asking themselves "Am I paying attention?". If the answer is "no", encourage them to think of a strategy to refocus or to backtrack to where they got lost
memory	• visual and auditory memory problems are manifested by the inability to remember instructions, follow plots in a story, track conversations • over-estimates memory capacity	• is often unable to complete tasks, even if performance is adequate • is unable to take accurate notes (in reasonable time) off the blackboard or overhead (visual to motor memory problem) • is unable to respond adequately in examination situations	• provide permanent external memory support (e.g., wall charts, posters outlining procedures, safety precautions, etc.) • assist students to make good notes • encourage students to ask questions when they have had a memory lapse • practise strategies to increase memory retention (e.g., Mind Mapping) • encourage students to keep a personal day-timer • administer several short quizzes rather than long exams (give adequate forewarning of these quizzes so students can prepare) • teach clustering, labelling, rehearsing strategies • help students think up mnemonic devices (e.g., in case of sprained ankle, RICE: rest, ice, compress, elevate)
perception	• is unable to interpret the nuances of tone or mood in others' speech • does not attend to facial expressions, gestures, posture or adjuncts to the verbal message	• may misinterpret message • becomes physically or verbally aggressive • loses friends/jobs/promotions • frequent disciplinary interventions on part of teachers, principal • becomes withdrawn	• use counselling techniques whereby the behaviour is described and acceptable alternatives are discussed (e.g., "Joe, I noticed that when you interrupted Bob, he lost track of his main point. Wait until I can give you my full attention before you speak.") • view videotapes of job interviews, family interaction, etc., and explicitly teach about the strategies that are working to maintain successful communication (e.g., recognizing and interpreting emotion displayed through facial expressions) • teach students to monitor their talk with frequent perception checks (e.g., "I sense my last remark hurt/upset you. Am I correct?")

Language may be divided into three major areas where deficits are most readily apparent:
- form – syntactic problems, or problems of "sounding right"
- content – semantic problems, or problems of "making the meaning clear"
- use – social pragmatic problems, or using "good etiquette".

Learning difficulties of Integrated Occupational Program students are often attributed to poor attitudes and/or lack of motivation, when in fact, the problems are related to deficits in form, content and use. Provided with the opportunity to succeed at a task (i.e., the student has understood the task demands and is offered support throughout the process) students will often demonstrate the ability and desire to remain on task.

The following chart summarizes the weaknesses that may be manifest in the language repertoires of Integrated Occupational Program students.

FORM	CONTENT	USE
• problems with pronouns • difficulty with irregular forms • reduced sentence length • difficulty processing syntactically complex sentences (e.g., The boy *who lives next door* cried all night) • inconsistency with verb tenses • asks fewer open-ended questions • spelling • punctuation	• limited vocabulary, use of concrete rather than abstract terms and overuse of low information terms such as "thing", "stuff" • difficulty interpreting lexical ambiguities and multiple meanings of words (e.g., may not understand jokes involving words with multiple meanings) • inability to see associations (similarities, opposites) • word-finding difficulties • problems forming concepts due to difficulty in categorizing, generalizing and abstracting salient features	• makes more "competitive" and "rejective" and fewer "helpful" and "considerate" statements • lacks persuasiveness in peer interactions • produces acquiescent and unassertive messages • appears to be rude, quarrelsome, uncaring • has difficulty responding to complaints, negotiating, responding to social niceties and rituals (e.g., greetings, giving/receiving complements, introductions, requests to repeat or clarify, appropriate telephone etiquette) • unable to adapt the language and communication style to fit with communication context and listener's needs (i.e., social/cognitive perspective talking ability linked to perception deficit)

Deficits in social pragmatic may have serious implications. Losing friends, jobs, promotions, and experiencing family and marital problems in adult life may be more emotionally and socially crippling than problems that may arise due to deficits in the other areas. Fortunately, these deficiencies are amenable to change through language interventions that focus on developing interpersonal communication strategies and repertoires. Obtaining a teaching balance between specific skills and appropriate communication strategies would support the attainment of mature language repertoires and communication competencies.

Often Integrated Occupational Program students will function most successfully in the language strands of **listening** and **viewing**. When the complexity of a message or a memory factor is not involved, Integrated Occupational Program students process verbal information as efficiently and accurately as other students. It is important to provide permanent external memory supports through the use of visuals when the oral language loading becomes extensive.

Reading and writing will be the strands of most obvious weakness for many Integrated Occupational Program students. Due to visual memory problems and/or insufficient oral vocabularies, developing an adequate sight vocabulary may prove to be difficult. Thus, general goals for the reading and writing components of the language arts program include:

- acquiring a broad vocabulary base necessary for concept development
- developing flexibility in reading rates
- expanding sight vocabulary.

Extensive reading needs to be encouraged to direct students toward independence in selecting and reading for pleasure or information.

Writing is also to be promoted in the language arts program and is a process whereby students journey from coherence to correctness. Initial assignments should permit students to parallel their spoken language, reflecting details from personal experience or knowledge (concrete and descriptive). Students may maintain a writing folder to note progress over a given time period. Specific areas of writing difficulty Integrated Occupational Program students may manifest include grammar, syntax, punctuation, spelling, topic maintenance, organization, and overall lack of interesting vocabulary.

The key to overcoming language deficiencies is in coaching students to develop appropriate behaviour strategies and to develop an awareness of individual communication problems. A program assisting students to acquire the abilities to ask questions, to monitor and regulate involvement in social enterprises, and to maintain conversations may be much more beneficial to students than a program emphasizing rules and skills. The classroom must provide a supporting, caring and trusting environment where taking risks to overcome the learning difficulties is encouraged and accepted.

THE READING INTERESTS OF STUDENTS WITH LEARNING DIFFICULTIES

McKenna (1986) studied the reading interests of low ability readers -- children with learning difficulties from primary to senior high school. He found that, similar to students in general (Norvell, 1973), the age and the sex of the reader were the most important factors in determining reading interests at the primary and junior high levels. Junior high school girls favoured stories relating to affective experiences while boys preferred topics associated with physical activity. In general, the differences in reading preferences decreased as student age increased. Specific topics preferred by junior high school boys and girls include:

Boys	Girls
War Sports Car Racing Motorcycles Camping and Backpacking	Growing Up Romance Personal Relationships

McKenna also identified topics that have a good to strong appeal for adolescents regardless of their age or sex:

- Humour (cartoons, comic books)
- Weird but true events
- Rock stars
- Ghosts
- Magic
- Famous people
- Exploring the unknown
- Detectives
- Spies
- ESP
- Jungle animals
- Religion.

Note that four of the most popular topics, weird but true events, ghosts, magic and exploring the unknown, are addressed in the Language Arts 8 theme, "On the Edge of Reality" and the Language Arts 9 theme, "Weird and Wonderful". This interest could be exploited further when searching for reading materials to support integrated language activities with other courses. For example, student interest in science may increase if stories were presented that explore unusual events yet unexplained by science.

Teachers may encourage students to bring appropriate newspapers and magazines to class for further language arts study. Skills to be developed using newspapers and/or magazines might include:

- distinguishing fact/fiction/opinion
- predicting story content through the headlines
- using headings and titles to aid comprehension
- retelling a story, or describing an event, observing the sequence of events
- finding clues that set the scene of the story
- identifying main characters
- finding clues that establish relationships between characters.

Humour, in the form of cartoons and comic books, is the favourite reading choice of adolescent readers and may be used as a powerful tool to remediate skill deficits. Skills to be developed using cartoons and comic books might include:

- making predictions
- sequencing events
- distinguishing between reality and fantasy
- identifying main characters
- recognizing methods of characterization.

Integrated Occupational Program students may increase social sensitivity and awareness by studying cartoons and comic books since these materials often reflect the present culture. Students may identify with situations portrayed by such cartoons as Dagwood (employee/employer relationships), Charlie Brown (peer relationships), and Garfield (individual/environment relationships).

Features that will assist students to read comic books and strips include pictures, captions, vocabulary, print size and amount of action. Comic books and strips appeal to junior high school students because of the characters, illustrations, stories, advertisements and announcements.

References

Hallanbeck, Phyllis N. "Remediating with Comic Strips." Journal of Learning Disabilities. January, 1976, pp. 22-26.

LaSasso, Carol. "Using the National Enquirer with Unmotivated or Language Handicapped Readers." Journal of Reading. March, 1983.

McKenna, Michael C. "Reading Interests of Remedial Schools Students." Journal of Reading. January, 1986.

Norvell, George W. *The Reading Interests of Young People*. Michigan State University Press, East Lansing, U.S.A., 1973.

Swain, Emma H. "Using Comic Books to Teach Reading and Language Arts." Journal of Reading. December, 1978, pp. 253-258.

TEACHING THE STRANDS OF LANGUAGE

Teachers are encouraged to review the sections "Integrating the Five Strands: Speaking – Listening – Viewing – Writing – Reading" (pp. 29-44) and "Ideas that Lead to Student Involvement" (pp. 70-73) in the *Junior High School Language Arts Curriculum Guide* (Alberta Education, 1987). The following are to be considered when planning a program integrating the language strands.

- The strands are to be taught in an integrated fashion, rather than in isolation. To illustrate strand interdependency, note that speaking activities include listening, that speaking and listening form the basis for a reading vocabulary, that reading strengthens writing ability, and so forth. Reinforce the interconnections among the strands of language by reminding the students:

  What I can think . . . I can say,
  What I can say . . . can be written,
  What can be written . . . others can read,
  What others read . . . I can read.

- Language is a process of extracting, conveying and negotiating meaning. A writing activity, for example, could be preceded by brainstorming, class discussion and other activities designed to encourage students to create and share ideas. The writing assignment itself may undergo several drafts before it is edited and shared as a final product.

- Language activities must be authentic and purposeful. To encourage the relevance of language, the evaluation focus of activities should shift from the teacher as examiner/assessor to the student as a self-appraiser. An audience assists in making a reading activity meaningful. The audience is a person or group of persons who attends to the communication efforts of another in order to understand the shared experience. Thus, listening to a student read a favourite poem, an interesting newspaper article, or announcements from the office is providing an audience. Students who follow in their books as one student reads aloud are not an audience. Round-robin reading is to be avoided as it may be an unnecessarily stressful experience for the disadvantaged reader, it may not promote fluency in silent reading rates and a real audience is lacking. Encourage students to rehearse a reading to be shared with the class, such as a joke, a paragraph from a book or instructions on completing a project or participating in a sport.

- Of the five traditional language strands, reading and writing require the greatest emphasis. Activities involving filling-in-the-blanks, matching, completing multiple choice exercises and copying directly from books or from the chalkboard appear to comprise the largest component of writing demanded of students. Writing can be difficult, time consuming, and frustrating; guided practice is necessary to assist students to achieve success. Students may learn from the strategies used by the teacher, and as a result, teachers may motivate students by writing with the class and sharing in some of the assignments.

  Students need to realize that reading can be a pleasurable and rewarding experience. It would be appropriate to devote the equivalent of one period a week to a reading activity that promotes the fact that "reading is fun". Develop a reading corner where a wide variety of material such as pocket books, magazines, and comic books is readily available. The accessibility of materials at appropriate reading levels is crucial in promoting the reading habit. A book swap arrangement may be workable -- students may take a paperback if they contribute one they would recommend to others. Have the librarian visit on a regular basis to discuss and display new and appropriate materials available in the library. Teachers are encouraged to become familiar with the books students read and become sensitive to individual student's interests. Schedule time to conference individually with students, leading them to further reading and encouraging a balance in reading choice. Through careful planning and supporting, a creative teacher may often entice students to read.

- Metacommunication is to be addressed throughout the study of the language strands. Metacommunication is self-evaluation which involves monitoring and managing one's participation in all social situations. Due to possible perception deficits and lack of self-confidence, Integrated Occupational Program students may struggle in social situations, perhaps leading to broken friendships, family problems and disciplinary action taken against them at school and at work. Efforts must be made to integrate instruction in metacommunication strategies throughout the language arts program. Teachers may wish to experiment with the following:
  - videotape role-playing activities to provide opportunities for students to observe personal behaviour
  - teach a focussed sub-unit on body language such as body postures, body gestures and facial expressions
  - instruct students to interpret paralinguistic cues such as nuances in voice tone. For example, discuss the changes in each of these sentences as a result of emphasizing one word more than the others:

    "What are you doing?"
    "What are you doing?"
    "What are you doing?"
    "What are you doing?"

- encourage students to become aware of feelings that indicate that communication is degenerating and to use recuperative strategies such as, "I'm confused." "You lost me there . . . do you mind repeating that please?" "I have problems reading maps. Could you please tell me how to get to your house?"
- encourage students to make frequent perception checks during their conversations, such as, "I think from our discussion that you might be an Oiler fan, too. Is that true?" "I sense that you might be angry that I didn't call you over the weekend. Am I correct?"

The *Teacher Resource Manual* is organized to provide many suggestions for teaching the language strands.

SUGGESTIONS FOR ADDRESSING INQUIRY STRATEGIES

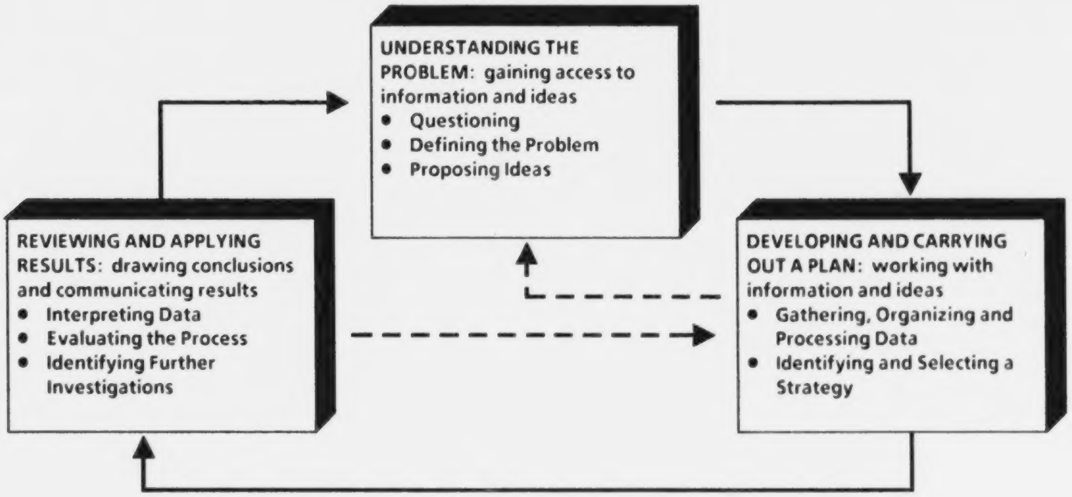
Inquiry strategies, their related process skills (recalling, imagining, interpreting, applying, analyzing, synthesizing, evaluating, monitoring) and language skills appear to be learned more successfully when taught within contexts. Thus, in designing learning activities, teachers must address and satisfy the needs of a dual set of objectives: performance and process.

Depth of information processing has a significant impact on the learner's retention abilities. Quality of learning diminishes relative to an increase in superficial processing such as memory/recall. Teachers are encouraged to directly and/or indirectly teach strategies to expand student depth of processing information and to integrate both performance and process objectives in theme planning. Students may not generate individual learning strategies spontaneously. However, when interventions are provided which require students to apply strategies in relation to the concepts, skills and attitudes, significant gains in achievement can be realized.

The *Teacher Resource Manual* provides many suggestions for specific techniques to enhance inquiry/information processing capabilities.

USING THE PROBLEM-SOLVING/DECISION-MAKING MODEL

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use will depend on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the problem or concern. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.


UNDERSTANDING THE PROBLEM: gaining access to information and ideas
• Questioning
• Defining the Problem
• Proposing Ideas
DEVELOPING AND CARRYING OUT A PLAN: working with information and ideas
• Gathering, Organizing and Processing Data
• Identifying and Selecting a Strategy
REVIEWING AND APPLYING RESULTS: drawing conclusions and communicating results
• Interpreting Data
• Evaluating the Process
• Identifying Further Investigations

The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students. The model provides structure to the overall process, as well as specific strategies that students may use at each stage of the process to increase individual strategic repertoires.

- Encourage students to be creative and experimental in their approach to decision making/problem solving. The strategies in decision making and problem solving, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.

- Present problem-solving/decision-making activities either in context and/or in a skills-focussed sub-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/problem correlate with developmental levels of the student.

- Modify and vary the approach to decision making/problem solving to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. However, past experiences or present attitudes may prevent some students from accepting this challenge.

DIRECT SKILL INSTRUCTION

Occasionally, teachers may find direct skill instruction necessary. Research as well as teachers' experiences suggest that certain skills lend themselves successfully to direct instruction rather than to incidental learning within contexts.

Teaching technical or specialized vocabulary for other subject areas is an important function of the Integrated Occupational Language Arts program. The following sentence from a sixth grade textbook illustrates the need, at times, for direct instruction: "*Taiga biomes are forest ecosystems located South of the far northern tundra biomes*". The surrounding context for the sentence includes such terms as *ecology, ecotones, lichens, voles, migrate*, and *deciduous*. The problem is not necessarily in reading; rather, the difficulty may lie in the lack of prior conceptual knowledge to facilitate extracting meaning from the text. In situations where vocabulary is challenging or unfamiliar, other subject area teachers and the language arts teacher may plan strategies designed to assist students to contend with this material. The *Teacher Resource Manual* provides many strategy suggestions in the concept areas of "Inquiry" and "Comprehension" and in the theme "Language Across the Curriculum".

The intent of language arts is to develop basic skills as tools or instruments required for meaningful communication exchanges. These skills should be taught within meaningful contexts. Where student weakness persists, or where the skills do not lend themselves to thorough instruction within a thematic approach, direct instruction is appropriate. Instructors may choose to teach the skill directly or to incorporate the skill in a future theme.

EXPERIENTIAL LEARNING[1]

Experiences are valuable because learners are provided with the opportunity to observe, react to and evaluate practical situations.

Experiences build the foundations for concept formation and for entering into the linguistic code itself. Because experiences are full of clues which clarify the meanings that are expressed verbally, experiences assist in making the linguistic system accessible.

Experiences are also necessary to establish the connections between social situations and appropriate language use.

The following table lists several multidimensional experiences suitable for giving language learning a real life context. Sensing, viewing, visiting, sharing, performing, dramatizing, making, crafting, growing, raising, creating, and experimenting share similar features, so strict distinctions between these types of experiences are not essential for this language in context approach. The inclusion of activities from each of these types of experiences will assist in providing a holistic language arts program.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES				
SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pots t-shirts bookends models	plants cultures chemical formations raising animals
VIEWING	SHARING	DRAMATIZING	CRAFTING	CREATING
films television programs pictures sculptures animal behaviours	circle games artifacts discussions interviews demonstrations	role plays mimes masks plays scenes monologues	clay wood paper cardboard cloth plastic	designs posters poems games computer programs

Activities can be planned as physical, social, intellectual and linguistic learning experiences for students. During the activities, students examine thought and language together within a specific context. By constructing models, making meals, playing roles, making pottery, and watching animals, students attach significance to the language they hear and use. They encounter language that is suitable for the participants, the setting, the topic and the task.

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[1] For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from *English as a Second Language K-12, Resource Book, Integrating Language and Content Instruction*, Vol. 1, pp. 14, 15, 1987.

Actual experiences shared by students and teachers can become the springboards for further learning. A performance by a theatre company may become a catalyst for discussing, writing and researching; a student's painting may become the stimulus for writing, which can then become reading material for other students.

At all levels and ages, experiences provide a foundation for learners upon which to build, which is particularly crucial for students with learning difficulties who often function in concrete rather than abstract thinking modes.

THE USE OF TECHNOLOGY AND THE MEDIA IN THE LANGUAGE ARTS CLASS

Educators appear to recognize the impact of technology and the media, especially the non-print media, on the lives of students. Although research argues the advantages and disadvantages of television viewing, one cannot dispute the fact that by the age of eighteen the majority of teenagers will have spent more time watching television than attending school. Television has irrevocably changed our lives and viewing has become an important educational skill. This phenomenon is especially true for Integrated Occupational Program students who may experience difficulty relating to textual material, but who respond well to visual and auditory cues.

For some students, learning difficulties go beyond those of reading, often extending to the psychomotor and affective domains. Rather than join a club, play sports or read, these students may spend a large amount of their leisure time watching television. Such innovations as videotapes and large screen projections are causing television to emerge as an extremely flexible and widely usable non-print medium. Educators need to teach students the critical viewing skills that will enable them to become selective and discriminating in their viewing habits.

Interactive computer software holds great promise for application in the language arts classroom. Three important uses of computer technology are:

- visual/psychomotor development
- skill and concept reinforcement through a variety of innovative methods
- word processing reinforcement.

Word processing, in particular, may have a major impact in the language arts class. Students may be more willing to share their thoughts and feelings on the screen, to be printed at a later date, if released from the often inhibiting practice of handwriting.

The use of technology is increasing in such everyday activities as purchasing a ticket to a concert, making hotel or airplane reservations, using money machines and employing electronic maps to find one's way around a shopping mall. Through exposure to technology, students may enjoy the convenience of its numerous applications.

EVALUATION

Teachers are encouraged to review the section "Evaluating Junior High Language Arts" (pp 75-89) in the *Junior High School Language Arts Curriculum Guide* (Alberta Education, 1987). In particular, note that:

- Students need information about their learning.

  Integrated Occupational Program students, in particular, may have difficulty monitoring and regulating their learning repertoires. Prompt and specific external feedback is important, but students should be encouraged to increase their self-evaluation behaviours. Return some of the appraisal responsibility to the students using questions such as:

  "What did you find the most difficult?"
  "What made it difficult?"
  "What needs to be changed to make improvement here?"

- Evaluation needs to be an ongoing process. Teachers planning a formal summative evaluation should provide students with advance notice and a study guide to highlight the areas they should review. Avoid "surprise" quizzes as students will rarely perform well under these circumstances.

  The profile may be a useful checklist in structuring ongoing evaluation procedures.

- Teachers are encouraged to use a variety of methods to evaluate student progress. A dependency on paper and pencil techniques alone may not permit students with learning difficulties to display their strengths. Such techniques as multiple choice exams often militate against success since the student is asked to:

  - retain an abundance of information in short-term memory before choosing a response
  - compare several pieces of information before choosing a response
  - make fine discriminations among the possible correct responses
  - recall information, rather than probe for deeper understanding.

  Consider the following testing/evaluation strategies:

  - provide taped versions of quizzes and tests for the weaker readers and allow them to explain the answer on tape or to a scribe
  - encourage students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
  - encourage students to formulate their own questions for an exam, which will provide teachers with valuable insight into the information that students think is important. Students will also acquire practice in "Asking and Answering"

  - use the cloze technique as a diagnostic/evaluative tool (see *Teacher Resource Manual*: Comprehension)

  - provide a variety of open-ended items to encourage critical and creative thinking.

- Students with learning difficulties may not do their best under time pressure. Provide sufficient time for students to complete an exam.

- As a result of evaluation, the progress of some students has been viewed as insufficient. Many students will go to extreme measures to avoid being tested again. Common examination behaviours include: absence from exams, feigning an "I don't care, anyway" attitude, and/or not giving their best effort so that the anticipated failure can be justified with "I didn't try my best". Because evaluation is integral to school life efforts should be made to:

  - use students' strengths to ensure success in the evaluation process

  - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process

  - assist students to understand that making mistakes and developing the ability to identify and correct errors is part of the growth process and that mistakes need not be embarrassments.

To facilitate a diagnostic framework for student evaluation, teachers should constantly search for evidence of student growth along the following continua:

egocentric ●	● empathic response
concrete ●	● abstract
subjective ●	● objective
literal ●	● analytical/elaborative

The use of the lower-level skills on the left will be appropriate in certain situations. However, the intent is to expand students' repertoires to the right of the continua so they may function in a wider range of social and academic contexts.

The *Teacher Resource Manual* contains samples of checklists and guides for evaluating language growth.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational Language Arts program is to enhance students' self-esteem by providing them with opportunities to become increasingly language competent individuals. Achieving language competence is a developmental process acquired as skills are refined and expanded over time.

The scope and sequence chart is designed to provide a brief overview of the skills to be developmentally addressed at each grade level. The skills are interdependent and may be taught within the suggested themes outlined in the *Teacher Resource Manual*, or within locally developed themes. The thematic structure facilitates this interdependency resulting in a holistic language program. Except in rare circumstances, discrete skill instruction is not advocated.

It is intended that the numbers of skills be increased and applied to a variety of progressively difficult situations as students evolve through Grades 8 and 9. The goal of this approach to skill development is student skills mastery.

Process skills may be combined to produce frameworks or guidelines for behaviour referred to in the language arts program as **Inquiry strategies**. Inquiry strategies to be addressed and developed throughout the I.O.P. language arts program are problem solving, decision making and critical/creative thinking. The process skills to be applied to inquiry strategies are:

- recalling
- imagining
- interpreting
- applying
- analyzing
- synthesizing
- monitoring
- evaluating.

All students differ in the rate at which they acquire skills. These rate differences are particularly apparent in I.O.P. students because they may lack many basic skills. Sequencing skills will assist teachers to address successfully the various learning rates discernible in the classroom. To facilitate the various skill acquisition rates, learning objectives are clustered and sequenced in the scope and sequence chart, and further expanded in the Program of Studies, such that concepts within a cluster are listed in ascending order of difficulty.

Successful sequencing involves altering and adjusting learning tasks to suit the individual student's needs, interests and growth patterns. The sequence should begin with the present performance of the student, lead to the diagnosis of problem areas and focus on promoting language growth.

The Grade 8 course highlights the introduction of many skills with which students may be unfamiliar from previous school placements. It is particularly important that students learn skills and acquire strategies for the language demands across the curriculum.

The Grade 9 course focusses on diagnostic techniques teachers and students may use to identify areas of skill deficits and to evaluate student growth.

SCOPE AND SEQUENCE

LANGUAGE ARTS, GRADES 8 AND 9

NOTE: The use of arrows indicate a spiral approach to skill development involving extension, enrichment, and/or reinforcement as needed to achieve the goal of student skills mastery.

	GRADE 8	GRADE 9
INQUIRY	EXAMINES PROCESS SKILLS • Identifies and applies the process skills of: – recalling – imagining – interpreting – applying – analyzing – synthesizing – monitoring – evaluating	→
	IDENTIFIES INQUIRY STRATEGIES: PROBLEM SOLVING/DECISION MAKING, CRITICAL AND CREATIVE THINKING, STUDYING	IDENTIFIES INQUIRY STRATEGIES: PROBLEM SOLVING/DECISION MAKING, CRITICAL AND CREATIVE THINKING, STUDYING • Recognizes inquiry strategies as aids to metacognition
	INVESTIGATES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES • Examines the purpose of developing a plan • Investigates a variety of problem-solving/decision-making strategies • Applies strategies to specific issues and problems • Examines consequences of behaviour • Recognizes that planning and consequences are interrelated	→
	EXAMINES CRITICAL AND CREATIVE THINKING • Identifies critical and creative thinking strategies • Uses process skills to investigate and apply critical and creative thinking strategies	→
	INVESTIGATES STUDYING SKILLS • Identifies studying skills: – locating – organizing – note making – outlining – summarizing – recalling – memorizing – reviewing – referencing	INVESTIGATES STUDYING SKILLS • Identifies studying skills: – locating – organizing – note making – outlining – summarizing – recalling – memorizing – reviewing – referencing • Recognizes internal and external conditions conducive to studying • Applies studying skills

COMPREHENSION

GRADE 8	GRADE 9
USES BOLDFACE, ITALICS, SPACING, CAPITALIZATION, HEADINGS, TITLES AS AIDS TO COMPREHENSION • Realizes that these features are meant to attract attention • Realizes that these features help set purpose for the reading that follows	→
APPLIES WORD RECOGNITION SKILLS: SIGHT WORDS, PHONETIC ANALYSIS, STRUCTURAL ANALYSIS	→
	EXTRACTS MEANING FROM CONTEXT CLUES: SYNONYMS, ANTONYMS, SIMILES, EXAMPLES
	USES SIGNAL WORDS AS AIDS TO COMPREHENSION: IF, THEN, HOWEVER
	INTERPRETS INDETERMINATE QUALIFIERS: RATHER, SOMEWHAT, MORE OR LESS
	INTERPRETS MODAL VERBS: WOULD, COULD, SHOULD, CAN, MIGHT, MAY
	UNDERSTANDS PROBABILITY WORDS: MAYBE, CHANCE, POSSIBLY, PERHAPS
DEVELOPS VOCABULARY: – technical vocabulary – specialized meanings of common words – descriptive vocabulary	DEVELOPS VOCABULARY: – technical vocabulary – specialized meanings of common words – descriptive vocabulary – multiple meanings of words
IDENTIFIES THE MAIN IDEA	IDENTIFIES THE MAIN IDEA • Selects a title for a reading passage
IDENTIFIES SUPPORTING DETAIL	IDENTIFIES SUPPORTING DETAIL • Recognizes non-relevant detail in passage • Relates supporting detail to main idea
	DISTINGUISHES FACT/FICTION/OPINION • Recognizes bias, prejudice • Recognizes persuasive language
MAKES PREDICTIONS	→
	DRAWS CONCLUSIONS • Makes inferences
IDENTIFIES CONSEQUENCES	IDENTIFIES CONSEQUENCES • Recognizes cause/effect relationships
RETELLS A STORY OR DESCRIBES AN EVENT, OBSERVING SEQUENCE OF EVENTS	RETELLS A STORY OR DESCRIBES AN EVENT, OBSERVING SEQUENCE OF EVENTS • Summarizes
	SETS PURPOSE FOR COMMUNICATION EPISODE • Develops reading habits suited to the task
USES VISUAL INFORMATION AS AIDS TO COMPREHENSION: GRAPHS, CHARTS, MAPS, PICTURES, SIGNS AND SYMBOLS	USES VISUAL INFORMATION AS AIDS TO COMPREHENSION: GRAPHS, CHARTS, MAPS, PICTURES, SIGNS AND SYMBOLS • Converts visual information to verbal form
PROCESSES INFORMATION • Distinguishes between old and new information	→

	GRADE 8	GRADE 9
FOLLOWING INSTRUCTIONS	INTERPRETS AND FOLLOWS VERBAL INSTRUCTIONS • Discerns when verbal instructions must be followed precisely • Recognizes the need for sequence INTERPRETS AND FOLLOWS WRITTEN INSTRUCTIONS • Discerns when written instructions must be followed precisely INTERPRETS VISUAL INFORMATION TO FOLLOW INSTRUCTIONS • Synthesizes information from signs and symbols FORMULATES CLEAR INSTRUCTIONS OTHERS CAN FOLLOW • Gives clear verbal instructions	→ INTERPRETS AND FOLLOWS WRITTEN INSTRUCTIONS • Discerns when instructions must be followed precisely • Skims instructions to obtain overview INTERPRETS VISUAL INFORMATION TO FOLLOW INSTRUCTIONS • Synthesizes information from signs and symbols • Synthesizes information from text and diagrams • Synthesizes information from text and tables FORMULATES CLEAR INSTRUCTIONS OTHERS CAN FOLLOW • Gives clear verbal instructions • Gives clear written instructions OFFERS ALTERNATIVE FORMS OF INSTRUCTION • Converts written information to verbal form
ASKING AND ANSWERING	FORMULATES QUESTIONS • Generates questions for a specific purpose	FORMULATES QUESTIONS • Generates questions for a specific purpose • Generates questions to elicit further information • Formulates higher levels of questions RECOGNIZES WHETHER AN ANSWER IS EXPECTED OR REQUIRED • Recognizes rhetorical/redundant questions
REPORTING/ MAKING NOTES	MAKES LISTS • Categorizes items on a list GATHERS INFORMATION • Locates and selects suitable sources of information RECOGNIZES ORGANIZATIONAL PATTERNS: - enumeration of events OUTLINES • Organizes information according to main ideas and supporting details REPORTS • Gives an eyewitness verbal report • Gives a demonstration	→ GATHERS INFORMATION • Locates and selects suitable sources of information • Selects appropriate modes for transmitting information • Organizes and stores personal information for retrieval at a later date RECOGNIZES ORGANIZATIONAL PATTERNS - enumeration of events - chronological order - cause and effect OUTLINES • Organizes information according to main ideas and supporting details • Identifies key words and phrases • Selects relevant details • Discards irrelevant details • Summarizes • Uses symbols and abbreviations • Change sentences to point form REPORTS • Gives an eyewitness verbal report • Gives a demonstration • Produces a written report

	GRADE 8	GRADE 9
DISCUSSING	RECOGNIZES CONVENTIONS OF HOLDING A DISCUSSION • Recognizes roles and tasks • Helps generate rules for behaviour • Shares information	RECOGNIZES CONVENTIONS OF HOLDING A DISCUSSION • Recognizes roles and tasks • Helps generate rules for behaviour • Shares information • Monitors and evaluates personal involvement
	DIFFERENTIATES BETWEEN FACT AND OPINION	→
		FORMS OPINIONS • Formulates foundation for opinion • Asserts and defends personal opinion
		RECOGNIZES THAT AN ISSUE CAN HAVE MORE THAN ONE SIDE • Permits/respects others' opinions
RESPONDING TO LITERATURE	IDENTIFIES VARIOUS LITERARY GENRES • Distinguishes between fiction and non-fiction	IDENTIFIES VARIOUS LITERARY GENRES • Distinguishes between fiction and non-fiction • Identifies fiction genres: short story, novel, poetry, play • Identifies non-fiction genres: biography, autobiography, textbook
	DEVELOPS AN UNDERSTANDING OF STORY ELEMENTS – setting – character – conflict	DEVELOPS AN UNDERSTANDING OF STORY ELEMENTS – setting – character – conflict – plot
	IDENTIFIES CLUES THAT PROVIDE INFORMATION ABOUT SETTING	→
	INVESTIGATES CHARACTERIZATION • Identifies main characters	INVESTIGATES CHARACTERIZATION • Identifies main characters • Recognizes methods of characterization • Finds clues that establish relationships between characters
		IDENTIFIES FORCES IN CONFLICT – individual vs individual – individual vs environment – individual vs self
		INVESTIGATES PLOT • Detects plot unfolding
	RESPONDS TO LITERATURE • Reads for a variety of purposes • Identifies various types of reading material with individual appeal	RESPONDS TO LITERATURE • Reads for a variety of purposes • Identifies various types of reading material with individual appeal • Selects material at appropriate level of difficulty for independent reading • Forms a personal response
	RECOGNIZES THAT LITERATURE REFLECTS HUMAN LIFE AND EXPERIENCES	RECOGNIZES THAT LITERATURE REFLECTS HUMAN LIFE AND EXPERIENCES • Identifies universal themes in literature • Identifies with people and situations encountered in literature • Relates literary experience to personal experience • Becomes increasingly sensitive to the feelings of others
		RECOGNIZES LITERARY DEVICES – symbolism – similes

DEVELOPING LANGUAGE MECHANICS

GRADE 8	GRADE 9
USES CORRECT PARTS OF SPEECH • Uses correct verb form – verb tense – subject/verb agreement – irregular verbs: be, have, go, see, do, come • Uses pronouns correctly – possessive pronouns – agreement between pronoun and pronoun reference • Recognizes and correctly uses a variety of parts of speech – nouns – adjectives – adverbs	→
	USES TRANSITIONAL DEVICES: BECAUSE, SINCE, THEREFORE, THUS, ALSO, IN ADDITION, FURTHER, BUT, HOWEVER, THOUGH
IDENTIFIES AND WRITES COMPLETE SENTENCES • Interprets compound and complex sentences	IDENTIFIES AND WRITES COMPLETE SENTENCES • Interprets compound and complex sentences • Writes paragraphs
ADHERES TO CONVENTIONS OF SPELLING • Uses a systematic approach to identify predictable spellings • Uses a systematic approach to identify unpredictable spellings • Uses a dictionary to check spellings	→
USES CORRECT PUNCTUATION – period – comma – question mark – exclamation point – quotation mark	→
	IDENTIFIES APPROPRIATENESS OF FORMAL/ INFORMAL REGISTERS • Identifies slang, idioms, clichés • Adheres to conventions according to social situations

STATEMENT OF CONTENT

An Integrated Occupational Program Language Arts Profile has been included for Grade 8 and Grade 9. These profiles provide an overview of the basic skills to be addressed throughout each year of the program and will assist teachers to:

- identify skills that must be included in thematic units of instruction
- diagnose individual student needs relative to skill development
- plan for the evaluation of both program delivery and student development.

The Program of Studies/Presentation of Content follows each profile and describes the essential concepts, skills and attitudes identified for Grade 8 and Grade 9, clustered into eight major concept areas:

- Inquiry
- Comprehension
- Following Instructions
- Asking and Answering
- Reporting/Making Notes
- Discussing
- Responding to Literature
- Developing Language Mechanics.

The shaded statements contained in the Program of Studies/Curriculum Guide (Column 1) enable the reader to readily identify those portions of the program that are prescribed.

While the Statement of Content represents the provincial curriculum for the majority of students within the program, it may be necessary to make local adjustments to the design and development of this curriculum in order to meet individual needs, abilities and learning styles.

Learning objectives stated in the Program of Studies/Curriculum Guide (Column 1) have been supported with:

- Related Life Skills (Column 2)
- Related Applications Across the Curriculum (Column 3)
- Suggested Strategies/Activities (Column 4).

The advice and direction offered throughout Columns 2, 3 and 4 is not prescriptive, and is offered only as a service to teachers. The Related Life Skills found in Column 2 establish an immediate need or use for each skill being studied and suggest ways of planning relevant learning experiences. Further suggestions for relating language arts competencies to applications in the practical arts program and other academic disciplines are provided in Column 3, Related Applications Across the Curriculum. The references provided in this column will facilitate curricular integration by establishing a base for cooperative planning among other subject areas/teachers in the program. A variety of strategies useful in addressing developmental characteristics and learning styles of the student are provided in Suggested Strategies/Activities, Column 4.

I.O.P. LANGUAGE ARTS PROFILE, GRADE 8

INQUIRY	Identifies and applies process skills	Identifies inquiry strategies	Examines the purpose of developing a plan	Investigates a variety of problem-solving/decision-making strategies
	Applies strategies to specific issues and problems	Examines consequences of behaviour	Recognizes that planning and consequences are interrelated	Identifies critical and creative thinking strategies
	Uses process skills to investigate and apply critical and creative thinking strategies	Identifies studying skills		
COMPREHENSION	Uses boldface, italics, spacing, capitalization, headings, titles as aids to comprehension	Realizes that these features are meant to attract attention	Realizes that these features help set purpose for the reading that follows	Applies word recognition skills: sight words, phonetic analysis, structural analysis
	Develops vocabulary	Identifies the main idea	Identifies supporting detail	Makes predictions
	Identifies consequences	Retells a story or describes an event observing sequence of events	Uses visual graphic information as aids to comprehension: graphs, charts, maps, pictures, signs, symbols	Processes information
	Distinguishes between old and new information			
FOLLOWING INSTRUCTIONS	Interprets and follows verbal instructions	Discerns when verbal instructions must be followed exactly	Recognizes the need for sequence when appropriate	Interprets and follows written instructions
	Discerns when written instructions must be followed exactly	Interprets visual information to follow instructions	Synthesizes information from signs and symbols	Formulates clear verbal instructions others can follow

I.O.P. LANGUAGE ARTS PROFILE, GRADE 8 (cont'd)

ASKING AND ANSWERING	Formulates questions	Generates questions for a specific purpose		
REPORTING/ MAKING NOTES	Makes lists	Categorizes items on a list	Gathers information	Locates and selects suitable sources of information
	Recognizes organizational patterns: enumeration of events	Outlines	Organizes information according to main ideas and supporting details	Reports
	Gives an eyewitness verbal report	Gives a demonstration		
DISCUSSING	Recognizes conventions of holding a discussion	Recognizes roles and tasks	Helps generate rules for behaviour	Shares information
	Differentiates between fact and opinion			
RESPONDING TO LITERATURE	Identifies various literary genres	Distinguishes between fiction and non-fiction	Develops an understanding of story elements: setting character, conflict	Identifies clues that provide information about setting
	Investigates characterization	Identifies main characters	Reads for a variety of purposes	Identifies various types of reading material with individual appeal
	Recognizes that literature reflects human life and experiences			

I.O.P. LANGUAGE ARTS PROFILE, GRADE 8 (cont'd)

DEVELOPING LANGUAGE MECHANICS	Uses correct verb form	Uses pronouns correctly	Recognizes and correctly uses a variety of parts of speech	Identifies and writes complete sentences
	Interprets compound and complex sentences	Adheres to conventions of spelling	Uses a systematic approach to identify predictable spellings	Uses a systematic approach to identify unpredictable spellings
	Uses a dictionary to check spellings	Uses correct punctuation		

PROGRAM OF STUDIES/PRESENTATION OF CONTENT
LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: INQUIRY

- Understands that processing information involves selecting and applying appropriate thinking skills and strategies.
- Develops an understanding and awareness of individual thought processes.
- Understands the skills and steps involved in applying inquiry strategies at home, at school, in the workplace and in the community.
- Develops the ability to take appropriate risks in all environments.

SKILLS:

The skills relating to INQUIRY are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops a desire to understand and expand knowledge and application of process skills and inquiry strategies.
- Appreciates the advantages of an increased understanding of process skills and inquiry strategies at home, at school, in the workplace and in the community.
- Develops a desire to increase risk taking in all environments.

LEARNING OBJECTIVES	Related Life Skills
EXAMINES PROCESS SKILLS ● **Identifies and applies the process skills of:** – recalling – imagining – interpreting – applying – analyzing – synthesizing – monitoring – evaluating	Applies process skills to making decisions at home and school. e.g., Decides whether to go baby-sitting or out to a movie Decides whether to take earths or plastics in practical arts. Monitors personal behaviour during conversations by observing social cues. Evaluates relationships with peers. e.g., Determines appropriate course of action when one friend criticizes the behaviour of another. Interprets facial expressions and body movements when conversing with family and friends.

Related Applications Across the Curriculum

General

Uses process skills in all courses to become increasingly aware of thought processes.

Mathematics

Develops an awareness of the application of process skills when solving math problems:
e.g., calculating perimeter, solving word problems.

Science

Applies process skills in scientific inquiry:
e.g., investigating water pollution.

Social Studies

Applies process skills when examining personal/interpersonal behaviour and growth.

Suggested Strategies/Activities

Metacognition refers to the awareness of thought processes involved in acquiring and applying knowledge. The development of process skills and inquiry strategies will assist students to internalize and apply information, and thus increase metacognition. Process skills may be selected and sequenced in a variety of ways to form a framework for increasing metacognition. This framework is called inquiry and consists of strategies to further individual understanding of thought processes.

Some process skills relate to low level metacognition, such as recalling; others, such as analyzing and monitoring, relate to high level metacognition. Teachers (and students) are encouraged to vary their selection of process skills depending upon student ability, the learning activity and the desired outcome.

The intent in Grade 8 is for students to begin:

- to develop an awareness of thought processes and process skills, and
- to recognize personal use of process skills.

Questioning techniques may provide opportunities for teachers to direct students to use a specific process skill. Open-ended questions will encourage students to recall, imagine, interpret, synthesize and/or analyze. The following chart lists four questions and the process skills that may be involved in formulating answers.

QUESTION	PROCESS SKILL
List the major cultural groups in Canada.	- recalling
Tell about the cultural groups in Canada.	- recalling, imagining - interpreting, synthesizing
Compare the Japanese Canadians to the Ukrainian Canadians.	- recalling, synthesizing, analyzing, applying
What are your feelings toward different cultural groups in Canada?	- synthesizing, analyzing, evaluating

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES INQUIRY STRATEGIES: DECISION MAKING/PROBLEM SOLVING, CRITICAL AND CREATIVE THINKING, STUDYING.	Examines decision-making/problem-solving strategies used by family members, peers and teachers. e.g., Observes the strategy the teacher uses when managing a disruptive student. Observes the decision-making process used by parents. Recognizes studying strategies used by peers and siblings.

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Related Applications Across the Curriculum

General

Applies inquiry strategies in all courses to increase metacognition.

Practical Arts

Uses a variety of inquiry strategies when designing, developing and producing a product or a service.

Builds upon or modifies previously learned inquiry strategies or develops new strategies to facilitate unique situations.

Suggested Strategies/Activities

To assist in applying the process skills, three inquiry strategies have been identified as essential to the development of metacognition. The intent of Language Arts 8 is to increase student understanding and use of inquiry strategies through exposure to course content rather than by direct skill instruction.

Each inquiry strategy will utilize one or more of the process skills relative to the task demands. As students apply the strategies, encourage them to think about their personal thought processes as they progress – to "think about thinking". (See *Teacher Resource Manual*: Inquiry.)

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INVESTIGATES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES	
• Examines the purpose of developing a plan	Recognizes the need for an architectural plan before constructing a house.
• Investigates a variety of problem-solving/decision-making strategies	Recognizes that some problem-solving/decision-making strategies may be more effective than others. e.g., Talks to parents about problems rather than runs away.
• Applies strategies to specific issues and problems	Identifies problems and/or issues at home and applies the appropriate strategy to resolve the issue. e.g., Uses the I.O.P. problem-solving model to address the issue of whether to allow a sister to borrow clothes.
• Examines consequences of behaviour	Recognizes that positive and negative consequences may result from behaviour. e.g., Consequences of not studying for a test, staying out beyond curfew, etc.
• Recognizes that planning and consequences are interrelated	Realizes that thorough planning may increase the success of the plan. e.g., An evening at the movies involves planning for finances, transportation, companionship, etc.

General

Applies problem-solving/decision-making strategies in all courses.

Mathematics

Identifies and applies several problem-solving strategies in the resolution of novel mathematical situations.

Practical Arts

Applies the I.O.P. model and/or develops alternate models in various practical and social situations.

Science

Recognizes the use of problem-solving/decision-making strategies in weighing the effects of technology on the environment.

Social Studies

Develops and applies appropriate problem-solving/decision-making strategies.
e.g., Makes decisions about friendships, current issues in newspapers.

Examine the concept of planning with students by encouraging individuals to share examples of personal planning. Students may be unaware that even the completion of simple, daily tasks results from some form of initial planning. Student examples may include planning what clothes to wear to school, planning meals, or planning strategies to gain parental permission to attend a social function.

Use the following questions to investigate the thought processes involved in planning. Ask students to support their answers with examples.

- When you plan, do you
  - focus on main ideas or details?
  - make a list of others who may be influenced by your plan?
  - examine possible consequences of completing your plan?
  - examine a variety of possible alternative plans?

Provide small groups of students with an activity to plan such as a games day, hot dog sale or visit to a senior citizens' centre. Upon completion of the planning session, have groups compare/contrast the strategies they used, noting the similarities that exist in all planning, decision-making and problem-solving activities.

As a class activity, synthesize these group plans into one class plan and complete the activity. Evaluate the planning process, the plan itself and the outcomes of the activity.

Have students apply the problem-solving/decision-making model outlined in the preamble of this document. Encourage students to contribute issues/problems or to develop alternate resolutions to story outcomes when applying the model.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVE	Related Life Skills
EXAMINES CRITICAL AND CREATIVE THINKING	
• Identifies critical and creative thinking strategies – Brainstorming (Fluency) – Mind Mapping – Semantic Webbing – Lateral Thinking – Movies of the Mind	Uses the brainstorming strategy to develop a Christmas gift list. Uses critical and creative thinking skills in choosing school/job options.
• Uses process skills to investigate and apply critical and creative thinking strategies	Solves a problem by relating and comparing the new situation to past experiences. e.g., Makes a decision on taking a part-time job based upon past success with making commitments (cubs, brownies, sports teams, etc.). Organizes and recalls personal information using a mind map: e.g., dates and times of special occasions and/or events, important telephone numbers. Uses another form of transportation when motorbike breaks down: e.g., bicycle, public transit, walking. Recognizes the value of acquiring the ability to apply various strategies to an array of real life situations. e.g., Recalls the name of an acquaintance using the Movies of the Mind strategy.

Related Applications Across the Curriculum

Suggested Strategies/Activities

Mathematics

Uses previous concrete examples as a basis for formalizing a mathematical concept.

Practical Arts

Applies critical thinking strategies to analyze personal performance and the performance of others.

Uses critical and creative thinking strategies when planning and organizing self-directed projects.

Science

Identifies the use of creative/critical thinking skills in scientific advancement:
e.g., discovery of insulin, Canadarm.

Social Studies

Applies critical and creative thinking strategies to analyze current social issues. Creates new methods of solving problems using critical/creative thinking strategies.

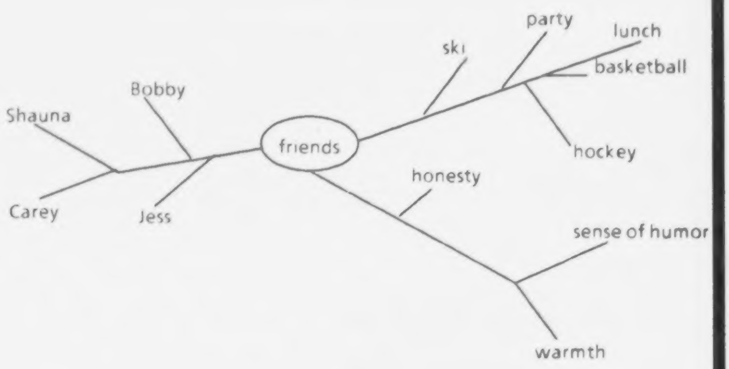
Critical and creative thinking are learning-to-learn strategies intended to structure process skills to develop student

- awareness of individual learning patterns
- thinking strategy repertoires
- application of a variety of thinking strategies.

Brainstorming or fluency activities generate thinking by encouraging a "free flow" of ideas. Thoughts are not analyzed, judged or discarded; rather, they are regarded as givens. Community partnership opportunities to initiate thinking and planning, and other activities could be initiated using the fluency technique.

Mind mapping is intermediate between the strategies of fluency and semantic webbing. Mind mapping encourages a brainstorming of ideas and discourages analysis or judgment. Unlike fluency, however, mind mapping activities direct students to categorize ideas or group similar ideas together on one extension of the mind map. The following example illustrates the strategy of mind mapping. Observe that the main idea, "friends", is subdivided into "names", "qualities of friends" and "activities with friends".

Ask students to develop a mind map of the term "friends". Encourage students to make pictorial representations of ideas if they wish.



Mind mapping is a useful memory-developing and organizing tool and may be used to organize ideas after a fluency activity, plan a class writing assignment, summarize concepts at the completion of a class or unit, or explore a new word or concept. (See *Teacher Resource Manual*: Inquiry.)

LEARNING OBJECTIVES	Related Life Skills
EXAMINES CRITICAL AND CREATIVE THINKING (CONT'D.)	

Related Applications Across the Curriculum

General

Applies mind mapping and semantic webbing strategies to expand memory/recall abilities.

e.g., Mathematics – mind maps important formulas
Practical Arts – uses a mind map to store and recall technical procedures
Science – uses a semantic web to review a unit for an exam
Social Studies – develops opinions and action strategies relative to current news issues using mind mapping and/or semantic webbing strategies.

Uses the "Movies of the Mind" strategy in all courses to relate new information to old knowledge by imagining a past experience and relating it to a new concept/experience.

Suggested Strategies/Activities

Semantic webbing further structures ideas through the use of a fairly closed format. Ideas are generally categorized, analyzed and judged before being transferred to the model. Semantic webbing may be used to outline the main idea and the supporting details of a story, to outline the qualities/behaviours of the main character of a story, or to review a subject unit in preparation for an exam. Refer to the *Teacher Resource Manual* for further activities regarding the application of semantic webbing.

Lateral thinking is a strategy that refers to solving a problem by adopting a different method of attack rather than extending the current method.
e.g., Teaching spelling in context rather than repeated direct drill to provide for transferability.
Refer to the *Teacher Resource Manual*: Inquiry for additional activities relating to lateral thinking.

"Movies of the Mind" is a strategy that states that the amount and the retention of learning will increase when connections are made between the cognitive and affective domains. When possible, concepts are to be taught using the five senses and/or emotions. The following examples illustrate the application of the movies of the mind strategy. Further activities are suggested in the *Teacher Resource Manual*: Inquiry.

e.g., As a pre-writing assignment about a frightening experience, encourage students to recall a time when they were frightened and to remember specific sights, smells, sounds, textures, tastes and feelings experienced.

Have students imagine and display that experience in their minds as if it were a movie.

Follow this activity with a writing assignment.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INVESTIGATES STUDYING SKILLS	
• Identifies studying skills: – locating – organizing – note making – outlining – summarizing – recalling – memorizing – reviewing – referencing	Realizes the importance of applying studying skills to prepare for a job interview. Memorizes emergency telephone numbers and procedures. Uses the table of contents and the index of a cookbook to locate a birthday cake recipe to surprise a family member.

Related Applications Across the Curriculum

General

Identifies studying skills and develops studying habits to obtain maximum benefits from course material.

Suggested Strategies/Activities

Studying and process skills often overlap and certainly interrelate. Many of the studying skills identified in this component of the program are listed and addressed again in the "Reporting/ Making Notes" section of this document.

Studying skills are also thoroughly addressed in the theme "Language Across the Curriculum" at the Grade 9 level.

Ask students to list their behaviours before and during active studying. Use this student-generated information to identify and expand upon studying skills.

Determine the date of a forthcoming test in another subject. Have students bring their textbooks and notebooks from that class and provide time for students to practise studying skills:

e.g., organizing, outlining, summarizing, reviewing.

LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: COMPREHENSION

- Understands the relationships among the strands of language in delivering and receiving messages.
- Realizes that knowledge about the strands of language increases comprehension.
- Recognizes that the active involvement of the sender and receiver is integral to comprehension.
- Understands the skills and related steps involved in applying critical/creative thinking, problem-solving and decision-making strategies to aid comprehension.
- Recognizes that different vocabulary, message delivery strategies and responses are appropriate to different social situations.
- Understands the importance of verbal and non-verbal cues.

SKILLS:

The skills relating to COMPREHENSION are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the importance of understanding the strands of language and their application when sending and receiving messages.
- Realizes the value of accurate messages in the home, the school, the workplace and the community.
- Acquires a desire to be understood in the communication process
- Develops an eagerness to apply thinking, problem-solving and decision-making strategies.
- Develops an attitude of pride in personal accomplishments related to communication.
- Develops a desire to read and comprehend a variety of materials.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
USES BOLDFACE, ITALICS, SPACING, CAPITALIZATION, HEADINGS, TITLES AS AIDS TO COMPREHENSION	
• Realizes that these features are meant to attract attention	Reads warning signs on household chemicals and cleaners.
• Realizes that these features help set purpose for the reading that follows	Develops an awareness of the impact these features may have on the consumer, specifically, advertising on young people: e.g., cereal boxes, toy packages, store signs.
APPLIES WORD RECOGNITION SKILLS: SIGHT WORDS, PHONETIC ANALYSIS, STRUCTURAL ANALYSIS	Decodes unfamiliar vocabulary using word recognition skills to ascertain the content of the information or to follow instructions: e.g., to obtain food from a vending machine to follow the cooking instructions on the package of a frozen pizza.

Related Applications Across the Curriculum

General

Analyzes the use of boldfacing, italics, spacing, capitalization, headings and titles to attract the reader's attention to important information in textbooks from other courses.

Identifies the use of these highlighting features on print material in the classroom, in the library, in the cafeteria, etc.

Visits the graphic arts and/or computer classroom to observe formatting/highlighting techniques learned by students.

Mathematics

Recognizes the use of capital and lowercase letters in various formulae.

General

Develops a collection of sight words for each course.

e.g., Mathematics
- factor
- formula
- decimal

Practical Arts
- Business Education – keyboarding
- Personal and Public Services – nourishment
- Technical/Occupational – circuit

Science
- household
- caution
- adapt

Social Studies
- community
- tolerance
- provincial

Suggested Strategies/Activities

A major difficulty for students ascending to junior high school is developing strategies to comprehend print in the expository mode (imparts information) rather than the narrative mode (tells a story). Assist students to realize that format cues such as italics, bold print, headings and titles are used to draw attention and help set purpose for the reading.

Make use of the various student textbooks from other courses to identify and/or reinforce techniques.

Community Partnerships

Encourage students to bring newspapers, magazines, posters, etc., from home and identify techniques used to highlight and/or assist reader comprehension.

Reinforce in students the value of an expanded sight vocabulary. Students may have been exposed to extensive phonics instruction, therefore phonics should be de-emphasized at this point. Focus on strategies for enlarging sight vocabulary. (See *Teacher Resource Manual*: Comprehension.)

Students may have a large accumulation of sight vocabulary related to:

- high frequency of use (See *Teacher Resource Manual*: Reading, "85 High Frequency Short Words".)
- emotions: mother, father, pet
- social situations: theatre, restaurant
- life skill related words: washroom, exit.

Use this individual list to expand sight vocabulary.

Help students identify sight vocabulary by keeping sight vocabulary journals. Promote automaticity of word recognition through extensive silent reading practise. (See *Teacher Resource Manual*: Reading; USSR -- Uninterrupted Sustained Silent Reading; or DEAR -- Drop Everything and Read.) Emphasize the **context** in which the words are used. Make a "Words on the Wall" display or flash cards for high frequency words to be committed to sight word vocabulary.

LEARNING OBJECTIVES	Related Life Skills
DEVELOPS VOCABULARY	
– technical vocabulary	Recognizes technical vocabulary in order to purchase gifts for friends and relatives: e.g., magnetic screwdriver set butane curling iron.
– specialized meanings of common words	
– descriptive vocabulary	Expands descriptive vocabulary to describe a holiday, the events of a weekend, etc.

Mathematics

Understands and uses terms particular to the subject:
e.g., denominator, dividend, divisor, quotient.

Practical Arts

Identifies and uses technical vocabulary related to practical arts courses and is able to transfer knowledge from one course to the others.
e.g., The concept of design, the skill of designing a product, the process of designing, the appreciation of acceptable and unacceptable designs.

Uses specialized meanings of words appropriately:
e.g., "boots" the computer.

Science

Develops an understanding of specialized vocabulary related to the themes investigated:

- Interacting with Our Environment
- Working with Solutions
- Using Energy and Machines
- Growing Plants.

Social Studies

Develops specialized uses of common vocabulary:
e.g., strike, lobby, party, platform.

Ask the practical arts teacher to furnish relevant technical vocabulary throughout the year and reinforce this vocabulary using a variety of methods. (See *Teacher Resource Manual:* Comprehension, "Developing Vocabulary".)

Conference with other subject area teachers to identify specialized vocabulary.

Complete a knowledge rating chart with students, similar to the following:

Knowledge Rating		
How much do you know about these words?		
	Can define	Have seen or heard
tripod		
lens		
retina		
iris		
corona		

Discussion may focus on the following:

- Identifying the hardest/easiest words.
- Identifying words known/not known by most of the students.

Encourage students to use the new vocabulary as a reinforcement technique. (See *Teacher Resource Manual*: Comprehension, "Developing Vocabulary".)

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES THE MAIN IDEA	Captures the highlights of a favourite TV program in a sentence or two.
IDENTIFIES SUPPORTING DETAIL	Is able to supply examples, descriptions and other details to support personal claims. e.g., I don't like watching sports on TV because. . . .

Related Applications Across the Curriculum

Mathematics

Understands and translates word problems.

Identifies extraneous information and highlights necessary information in a problem.

Practical Arts

Identifies activities related to performance and arranges the activities in sequence.

Science

Identifies the main idea and supporting details when researching and gathering information.

Uses outlines, idea diagrams and semantic webs to organize information.

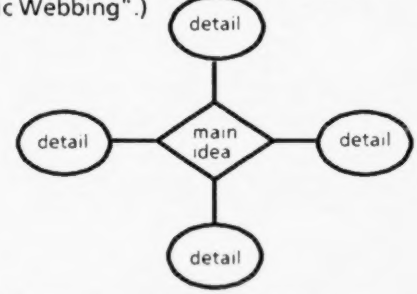
Social Studies

Uses the main idea of a news item to write a newspaper article.

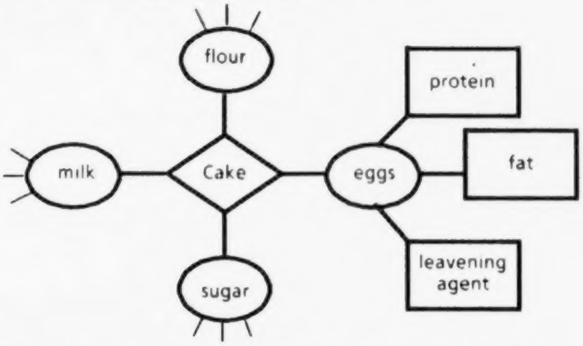
Defends the selection of the main idea of a newspaper or journal article with supporting detail.

Suggested Strategies/Activities

Reinforce lessons from other courses through the use of a semantic web to show the main ideas and the relationships of the supporting details. (See *Teacher Resource Manual*: Comprehension, "Semantic Webbing".)



Do vocabulary sorting exercises which ask students to identify **main idea** words and **sub-topic** words. Use vocabulary from other core courses:
e.g., flour, eggs, cake, sugar, butter



Organize Directed Reading Teaching Activities (DRTA) as outlined in the *Teacher Resource Manual*: Inquiry. In this technique, students must make predictions about what is to come by integrating prior knowledge with details identified from scanning titles, pictures, and/or charts. Three general categories of questions for clarification include:

- What do you think?
- Why do you think it?
- How can you prove it?

Listen to a recording of a story that makes extensive use of sound effects [such as *Chilling, Thrilling Sounds of The Haunted House* (Disneyland Record DQ-1257)]. Students may enjoy listening to these in a darkened classroom. After listening, have students record all the details of the sounds they heard (rainfall, thunder, howling cats, shrieks, ghoulish laughter, bloodcurdling screams). Structure a sights and sounds writing assignment around this record. (See *Teacher Resource Manual*: Listening.)

LEARNING OBJECTIVES	Related Life Skills
MAKES PREDICTIONS	Develops the ability to predict future events from past or present situations at school, home and in the community.
IDENTIFIES CONSEQUENCES	Makes connections between the consequences of daily routines. e.g., Lack of sleep leaves one overtired the next day. Failure to complete household chores leads parents to withhold allowance. Failure to arrive at a baby-sitting job on time may result in loss of the job. Talking on the phone for an extended period of time leads to a large long-distance bill. Failure or neglect to secure/look after personal belongings can result in having them stolen (e.g., unlocked bicycle, valuables left in locker room).

Related Applications Across the Curriculum

Mathematics

Uses problem-solving skills to select appropriate strategies.

Practical Arts

Uses decision-making/problem-solving strategies to "think through" a project prior to its production.

Science

Predicts the long-term and short-term effects of various technologies on society:
e.g., ecological issues.

Makes frequent predictions when engaging in scientific inquiry:
e.g., formulates hypotheses.

Social Studies

Predicts the contents of a newspaper article by reading the headline.

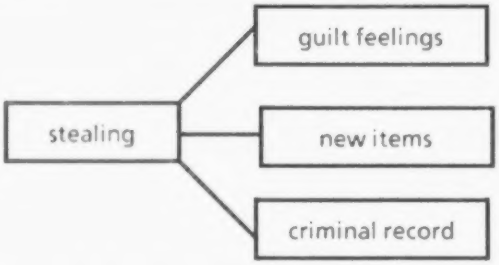
Realizes the consequences of unacceptable/acceptable behaviour in social situations:
e.g., during group discussions, throughout a community partnership activity.

Suggested Strategies/Activities

Students can observe clues and predict future events. To give students practise in using clues to predict, distribute several story titles and ask students to share their predictions about the story.

Though students may experience difficulty with logical reasoning and abstract thinking processes, they are capable of appreciating the effects of consistent, firm and fair consequences for their behaviour, particularly if they have helped set the rules. Consequences need not be severe to be effective; however, they need to be consistent and of immediate impact. Refer to the *Teacher Resource Manual:* Inquiry, "deBono's Tools for Teaching Thinking" for additional suggestions regarding reinforcing thinking skills related to determining consequences.

Using a web such as the following, display the connection between action and consequences.



Discuss: Short-term gain for long-term pain.

Expand the above web into short-, medium- and long-term consequences, as follows:

	Short-Term Consequences	Medium-Term Consequences	Long-Term Consequences
problem: stealing	• acquire things you wouldn't normally have (bike, ghetto blaster, clothes) • peer group acceptance/rejection •	• self-doubt • guilt feelings • •	• may become a regular habit • peer group may abandon you • •

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
RETELLS A STORY OR DESCRIBES AN EVENT, OBSERVING SEQUENCE OF EVENTS	Relates events of an evening of baby-sitting to the parents when they return. Describes an incident witnessed on the playground Describes a community partnership field trip to a fellow classmate. Provides an accurate restatement of important safety considerations around the home: e.g., handling/storing gas, working with electrical appliances, working around the stove. Gives the highlights and a quick overview of a book or film that a friend might want to read or see.
USES VISUAL INFORMATION AS AIDS TO COMPREHENSION: CHARTS, MAPS, PICTURES, SIGNS AND SYMBOLS	Draws simple maps showing how to arrive at familiar places (e.g., a friend's home, the school). Interprets a bus schedule. Recognizes the messages portrayed by traffic signs. Observes laundry symbols when washing clothes.

Related Applications Across the Curriculum

Suggested Strategies/Activities

Mathematics

Retells a problem in own words.

Practical Arts

Compiles a personal job sheet.

Restates functions of equipment, tools and supplies prior to their use.

Science

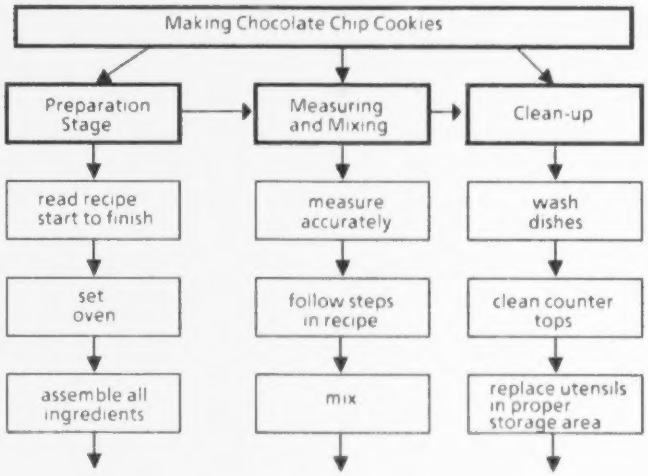
Plans experiments, outlining the steps that will be followed. Communicates the results of the investigation.

Gives directions to others that may relate to:
- procedures to be followed in accomplishing a specific task
- safety procedures to be followed.

Social Studies

Observes a newscast and reports the events to the class in sequence.

As a class activity, construct a flow chart or semantic map (narrative sequential type) to reinforce sequence of events.


Making Chocolate Chip Cookies
Preparation Stage
Measuring and Mixing
Clean-up
read recipe start to finish
measure accurately
wash dishes
set oven
follow steps in recipe
clean counter tops
assemble all ingredients
mix
replace utensils in proper storage area

Cut apart a cartoon strip and have students put the pieces in the correct order. Discuss the many ways this task could be completed.

Have students organize themselves into groups of five. Distribute to each group a story that has been cut up, each member receiving one segment. Groups must put the story back together, read it to the class and give reasons for believing their sequence is acceptable. (Ask questions such as "What makes you think this is the beginning/middle/end?")

Mathematics

Interprets information presented in graph form.

Records data on tally sheets and charts.

Practical Arts

Interprets visual information on job sheets and product patterns.

Uses visual graphics to show design for products, marketing strategies, signs, etc.

Introduce the vocabulary necessary for students to interpret maps, charts, etc. Note how students position themselves when either reading a map or drawing a map (personal orientation in space). Determine whether students can make a mental rotation such as drawing directions for heading south if they are facing north. Practise by giving oral instructions involving various positions.

Schedule a class on the stage in the drama room or in any open area. Complete a series of activities to reinforce orientation concepts such as left/right, forward/backward, north/south/east/west, etc.

LEARNING OBJECTIVES	Related Life Skills
PROCESSES INFORMATION ● Distinguishes between old and new information	Spontaneously develops strategies for solving new problems that reflect introspection and the recalling of similar past experiences. e.g., A student cycles to school and realizes that he has forgotten to bring his bicycle lock. He recalls the time a buddy's bike was stolen when it was left unlocked, so he decides to ask the welding teacher for permission to park his bike inside the classroom for the day. Applies creative/critical thinking strategies to process new information and/or to solve new problems encountered at home and at school.

Related Applications Across the Curriculum

Science

Reads and interprets tables, charts and graphs to gather information related to the topics investigated.

Identifies and interprets various safety symbols and signs:
e.g., hazardous product symbols, safety signs in the laboratory.

Social Studies

Interprets visual information from journals, newspapers, atlases and other sources and converts information presented to verbal form.

General

Processes information using a variety of strategies such as deBono's thinking tools, semantic webbing and mind mapping.

Mathematics

Uses linking strategies to build new information from old knowledge.

Practical Arts

Uses creativity to devise new, improved products, processes, designs, entrepreneurial activities, etc.

Science

Recognizes the new knowledge relating to science and technology. Recognizes that old knowledge was accepted as correct at the time of disclosure.

Social Studies

Relates new issues to past experiences.
e.g., Issue: Other students are verbally abusing a classmate. What could you do? Ask students to identify the feelings of the abused person and to recall a time when they may have felt similar. Encourage students to share these experiences. Ask students to use this old information to solve the problem.

Suggested Strategies/Activities

Teachers' questioning strategies are the key to activating prior knowledge and helping students relate new material to something already known. Teachers can target new vocabulary, difficult concepts or problems to solve. After reading a selection from the textbook, ask students to share similar experiences and to label the experience as strange/peculiar/frightening, etc.

To develop information processing strategies further, initiate a discussion about possible real life, frightening experiences. Encourage students to identify similar experiences, and ask clarifying questions such as:

- What did you do?
- Did everything end all right?
- What did you learn from the experience that will help you solve similar problems?

LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: FOLLOWING INSTRUCTIONS

- Understands the need to follow written and verbal instructions.
- Recognizes the consequences of not following written and verbal instructions precisely.
- Recognizes the importance of giving clear verbal instructions.
- Recognizes the need to develop strategies to increase the ability to follow instructions at home, at school, in the workplace and in the community.

SKILLS:

The skills relating to FOLLOWING INSTRUCTIONS are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the need to follow and give instructions precisely.
- Develops an understanding that self-esteem is related to the ability to follow instructions, and to the quality of work.
- Realizes the importance of developing a positive attitude regarding giving and following instructions with precision.
- Develops a desire to follow instructions accurately and to give instructions thoroughly.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INTERPRETS AND FOLLOWS VERBAL INSTRUCTIONS	
• Discerns when verbal instructions must be followed precisely	Adheres to verbal instructions precisely when using public transportation or locating a friend's house. Recognizes the consequences of not following instructions precisely, such as getting lost, being late for an appointment or incorrectly completing a task.
• Recognizes the need for sequence when appropriate	Follows directions in sequence when locating a classmate's home or a retail outlet in a shopping mall.
INTERPRETS AND FOLLOWS WRITTEN INSTRUCTIONS	
• Discerns when written instructions must be followed precisely	Adheres to instructions when handling dangerous household cleaners and chemicals: e.g., drain cleaners, flammable materials. Follows simple instructions in preparing foods from packages or cans: e.g., makes pancakes, soups.

Related Applications Across the Curriculum

Mathematics

Applies order of operation rules and recognizes that incorrect answers are obtained when rules are not followed.

Recognizes, from the context of the question, whether an exact or estimated answer is required.

Practical Arts

Interprets the importance of communication by understanding verbal instructions and recognizing non-verbal cues (e.g., body language).

Appreciates the need to follow job sheet procedures and instructions in the sequence presented.

Recognizes the importance of safety and sanitation practices in the lab and in the workplace.

Science

Follows appropriate sequence when planning and performing experiments.

Recognizes the importance of following instructions precisely when working with hazardous materials in the laboratory.

Social Studies

Follows verbal instructions precisely when planning a community partnership activity.

Reads a map assignment and follows the instructions exactly when completing the assignment.

Suggested Strategies/Activities

Listening will tend to be the language modality in which most Integrated Occupational Program students can process information quickly and accurately. When the oral memory loading becomes a factor militating against success, supplement the verbal instructions with **key visuals** such as maps, charts, graphs, jotting main ideas on the board, etc. (See *Teacher Resource Manual*: Comprehension, "Key Visuals" and Listening, "Sample Activity: Listening Accurately for Details".)

Follow these guidelines when providing students with verbal instructions:

- give only easy-to-follow instructions
- ensure you have the listeners' attention
- give instructions only once
- emphasize that instructions must follow the proper sequence
- begin with only one direction at a time. ("Open your books to page 34".)
- proceed to two- and three-step directions as the students display readiness.

To determine and practise listening skills, complete the "How Do You Listen?" questionnaire with the students (see *Teacher Resource Manual*: Metacommunication). Discuss the results.

Brainstorm with students possible consequences of not following instructions precisely and in sequence, such as:

- ruining or wasting materials
- injuring self or others
- losing assignment marks.

Remind students to practise following simple instructions around the school:

e.g., opening combination locks, using the library, moving from class-to-class.

Have students select groups to organize treasure hunts. Each group could select another group's hunt to complete.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INTERPRETS VISUAL INFORMATION TO FOLLOW INSTRUCTIONS	
• Synthesizes information from signs and symbols	Identifies and interprets traffic signs, washing symbols on clothing, and danger signs. Interprets signs around the city, town or rural area while biking. e.g., Finds the bicycle paths, picnic areas, understands warnings, etc

Mathematics

Reads and interprets information presented in picture, line, bar and/or circle graphs.

Practical Arts

Recognizes and is guided by designs, plans, templates, signs and symbols while completing tasks (e.g., hazardous goods labels, blueprints).

Science

Follows written instructions in performing investigations and experiments.

Interprets information provided in table/chart form, in diagrams and in symbols:

- repair instructions
- assembly instructions
- scale drawings
- safety symbols and signs.

Social Studies

Uses the legend of the provincial map to interpret the map.

Community Partnerships

Plan and conclude a field trip along some city streets and to a shopping centre. Have students draw all the signs and symbols observed throughout the trip. Recognize students who compile the largest list and/or a sign or symbol not observed by other students.

Ask students to organize and list the visuals into several categories, such as universal or local signs and symbols, or according to location (outside, indoors, outside and inside). (See *Teacher Resource Manual*: Comprehension, "Key Visuals".)

Have students map the trip using a legend system.

Encourage students to organize into groups to develop a "Signs and Symbols" game. Ideas may include:
- matching signs and symbols with written identification
- making flash cards and dividing the class into responding teams
- developing board games
- designing computer games.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)

CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
FORMULATES CLEAR INSTRUCTIONS OTHERS CAN FOLLOW	
• Gives clear verbal instructions	Gives instructions to others on how to follow a simple procedure. e.g., Explains to a house guest how to operate the dishwasher, microwave oven, stereo equipment, locate the washroom.

Related Applications Across the Curriculum

General

Describes an assignment to a student who was absent.

Mathematics

Verbalizes the problem-solving strategy used.

Practical Arts

Participates in peer support activities in lab/workplace environments. Uses role-play demonstrations to communicate practices and processes to others.

Science

Relays experiment procedures clearly to laboratory partners

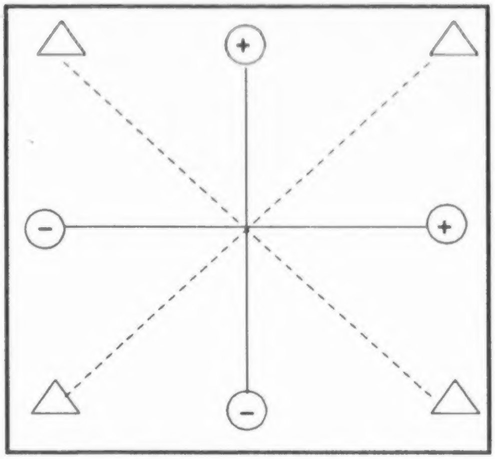
Social Studies

Provides accurate verbal instructions relating to directions of home from school, directions to a friend's house, directions from city/town to other areas within the province.

Suggested Strategies/Activities

Invite a student to give one-way instructions to the class for making or drawing a simple object, such as the figure below. Student gestures and drawings on the chalkboard are not permitted and classmates cannot ask questions. Discuss the activity by asking questions similar to the following:

- Do you think your drawing looks exactly like the figure your classmate has described to you?
- How did you feel about not being allowed to ask the instructor questions?
- What questions would you have asked the instructor?
- Are the discrepancies in drawings the result of incomplete instructions, the inability to follow good instructions, the inability to ask clarifying questions, or a combination of reasons?



LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: ASKING AND ANSWERING

- Understands questioning techniques.
- Recognizes a variety of question types and poses questions in a form appropriate to the social situation and the information desired.

SKILLS:

The skills relating to ASKING AND ANSWERING are outlined in the learning objectives listed in column one.

ATTITUDES:

- Recognizes the importance of generating questions for specific purposes.
- Develops an attitude of openness related to asking questions and uses questions to satisfy individual curiosity.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: ASKING AND ANSWERING / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
FORMULATES QUESTIONS	
• Generates questions for a specific purpose	Demonstrates confidence in asking questions to satisfy personal "survival" skills. e.g., Where is the cafeteria? The drama room? The bathroom? Asks questions to clarify a point. e.g., Do you mean that . . . ? Can you give me an example? Uses appropriate questioning strategies.

Related Applications Across the Curriculum

Mathematics

Recognizes that the ability to ask related questions is a problem-solving skill.

Practical Arts

Uses interview skills and customer relations skills to convey and obtain information.

Science

Identifies problems and formulates questions to be addressed while investigating and researching.

Social Studies

Interviews a community member about a current local news issue (e.g., garbage disposal, playground facilities, teen centre). Formulates a set of appropriate questions, using who, when, what, why and how.

Suggested Strategies/Activities

Note the types of questions the students ask. Many questions are not related to academic work but, rather, to school routine, schedules, lost personal belongings, and so forth. It is important to attend patiently to these queries and to establish an atmosphere where reasonable questions are welcome. Integrated Occupational Program students may be reluctant to ask questions. Over the years, their perceived immature and unnecessary questioning may have been discouraged or ridiculed, thus they may have learned to become more passive and withdrawn regarding asking questions.

Questions can be divided into two broad categories:

- factual questions which ask students to recall background knowledge, and
- higher cognitive level questions which require interpretation, analysis, synthesis and/or inquiry.

Promote the asking and answering of an increasing proportion of higher cognitive level questions. Students with memory difficulties may have problems with simple recall of factual information. Therefore, using students' personal opinions, feelings and evaluations will assist in making students comfortable with activities intended to practise questioning skills.

Conduct a mind mapping activity (see *Teacher Resource Manual*: Inquiry, "Mind Mapping") to improve questioning skills and memory levels.

Organize students into groups to develop a game similar to the television program Reach for the Top and/or Jeopardy. Students would use content from other courses to produce a set of questions and answers. Select one or two "game days" per month to provide opportunities for students to compete with each other.

LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: REPORTING/MAKING NOTES

- Understands that planning involves the use of organizational patterns.
- Recognizes and applies listing and enumeration of events as organizational patterns.
- Recognizes the importance of organizing information by locating and selecting suitable sources.
- Understands the importance of giving an accurate eyewitness report.

SKILLS:

The skills relating to REPORTING/MAKING NOTES are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops a desire for accuracy in reporting and making notes.
- Appreciates the importance of applying reporting and note making strategies in daily lives.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
MAKES LISTS	
• Categorizes items on a list	Develops lists for personal use: e.g., frequently called phone numbers. Makes checklists for personal use: e.g., items to pack for a weekend camp-out.
GATHERS INFORMATION	
• Locates and selects suitable sources of information	Knows where to look for further information when: - buying sports equipment - ordering a pizza - planning some casual work to earn money - looking for lost personal belongings Becomes familiar with common sources of information: - libraries - phone books - AGT information numbers - encyclopedias - catalogues - maps - calendars - building directories - "expert" friends, neighbours, relatives - local agencies. Uses the sections of a book to locate information: - table of contents - index - glossary.

Related Applications Across the Curriculum

Mathematics

Collects and records data, using tally sheets and frequency tables.

Practical Arts

Categorizes equipment, tools and supplies used to perform classroom tasks:
e.g., manicures, woodwork.

Science

Categorizes living things according to structural characteristics.

Social Studies

Lists and categorizes provincial locations according to population, geographical size, and/or distance from their own home.

Practical Arts

Identifies and initiates contact with in-school and community sources of information:
e.g., libraries, businesses, tradespeople, professionals.

Science

Recognizes sources of information, such as books, observations and interviews, when undertaking an investigation.

Social Studies

Researches agencies and organizations within the community where specific information related to social studies may be found.
e.g., Federal government offices will have information on becoming a Canadian citizen.

Provincial rural/urban recreation societies will provide information regarding sports activities.

Suggested Strategies/Activities

Have students list and categorize items in individual collections (e.g., tapes, records, stamps, coins, bottles, licence plates, models) and describe the categories or classification scheme.

Assist students to become conscious of making lists as a self-management strategy to provide a permanent external memory source.

Increase student awareness that information resides both within and outside of themselves through the use of the following chart and activity:

Outside myself	Inside myself
witnessing	imagining
interviewing	recalling
researching	reasoning to find answers
experimenting	
initiating	synthesizing
collecting	analyzing

Introduce the concept of "inside/outside" information and, as a group, complete a chart similar to the chart above. Ask students to respond to the questions "How do I know things? How do I gather information?" After pupils respond, categorize the list according to outside and inside information.

Encourage students to become familiar with their subject textbooks by having them identify the index, table of contents, chapter headings, titles, etc., of each book.

Have students invent quizzes for classmates based upon the table of contents, indexes, glossaries and chapter summaries of their textbooks from other courses.
e.g., Look at the table of contents and name three topics covered in the text. Choose several entries in the glossary and locate these words.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES ORGANIZATIONAL PATTERNS	
– enumeration of events	Describes a sequence of events to another person, in detail: e.g., bicycle repair to parent; first day in the new school to sibling or parent
	Outlines the activities scheduled for a birthday party
OUTLINES	
• Organizes information according to main ideas and supporting details	

Related Applications Across the Curriculum

Mathematics

Records data in table form.

Science

Enumerates experiment results according to appropriate criteria such as time, volume, mass.

Recognizes the importance of sequence when planning and performing an experiment and following appropriate safety procedures.

Social Studies

Organizes a field trip to the Provincial Court and enumerates the sequence of events necessary to plan and carry out the activity.

Practical Arts

Uses flow charts to display sequence of events, procedures and consequences in a variety of task-related activities.

Mathematics

Identifies what is being asked in a problem and provides relevant information.

Science

Uses skeletal outlines, idea diagrams and semantic webs to organize gathered data.

Social Studies

Views a relevant TV news program and identifies the main idea and the supporting details.

Scans a chapter in the textbook to identify the organizational pattern used to outline main ideas and supporting details.

Suggested Strategies/Activities

Introduce to students the idea of organizational patterns in communication.

Ask students to provide examples of times when the ability to enumerate events accurately would be important, and discuss these with the students.

Have students bring notebooks from other courses to the class. Assist students to organize their notebooks by subject, date, etc.

Read a selection from the textbook with/to students and ask students to organize the information according to the main idea and supporting details. (See *Teacher Resource Manual*: Reporting/Making Notes, "Outlining".)

Encourage students to review outlining strategies using a flow chart, mind map, thinking tool or outlining technique. (See *Teacher Resource Manual*: Inquiry and Reporting/Making Notes.)

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
REPORTS	
• Gives an eyewitness verbal report	Gives a simple, but accurate eyewitness report about a variety of everyday occurrences. The student may be called upon to explain "What happened" regarding: • an accident on the playing field • a minor disaster at home (something is broken, spilled, dropped).
• Gives a demonstration	Demonstrates the replacement of batteries in a flashlight or radio, the use of a new stereo or the application of make-up to a friend.

Related Applications Across the Curriculum

Practical Arts

Demonstrates and makes verbal/visual presentations to classmates and others.

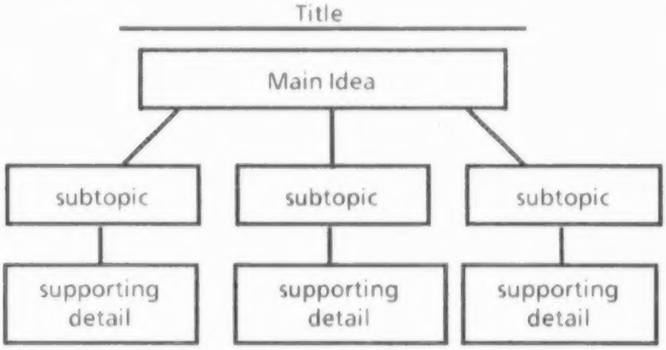
Social Studies

Shares a recent personal experience by reporting in the role of a news broadcaster.

Explains a diagram, map, chart or graph developed to enhance an issue currently under discussion.

Suggested Strategies/Activities

Outlining is a technique that helps students organize, simplify and thus understand information more fully. Simplified information contributes to comprehension as the author's main points are highlighted as well as the organization of the passage itself. The outline should be restricted to one topic and the relationships between the divisions in the outline must be clear. Use this skeletal outline to aid students:



Provide opportunities for students to gain experience in locating and sharing information. The information may come from first-hand sources such as eyewitness reports, interviews, personal experiences and simulated experiences. Some reporting activities may include:

- being in a wheelchair for a day (simulated experience)
- shopping for a gift for a friend.

Assist students to organize their thoughts in preparation for oral reporting by putting the relevant information on index cards, a chart or a web. (See *Teacher Resource Manual*: Comprehension, "Semantic Webbing".) Encourage the use of props, photographs and other memory supports.

Giving demonstrations is an area where Integrated Occupational Program students often enjoy success. Props will give the external memory support the student may need and will help to avoid a dependency on written notes. Provide opportunities for students to give demonstrations on topics in which they appear to have expertise such as:

- skateboarding
- cross-country skiing
- hairstyling
- baby-sitting.

LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: DISCUSSING

- Understands the written and unwritten rules of discussing.
- Recognizes the importance of adhering to discussion rules when sharing information.
- Accepts the responsibilities associated with discussion roles.
- Recognizes non-verbal cues while discussing.

SKILLS:

The skills relating to DISCUSSING are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops a sense of confidence in personal discussion abilities.
- Appreciates the roles that members of a discussion group may accept.
- Acquires a desire to share information through discussion.
- Develops a sense of confidence in risk-taking relating to discussing.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: DISCUSSING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES CONVENTIONS OF HOLDING A DISCUSSION • Recognizes assigned roles and tasks • Helps generate rules for behaviour • Shares information	Behaves appropriately in social situations involving discussion while visiting a friend's home and attending a party. Develops the ability to speak to an individual or in small groups on personal or other topics appropriate to the social situation.
DIFFERENTIATES BETWEEN FACT AND OPINION	Reads teen and other magazines for enjoyment, and recognizes that some of the information is of questionable veracity. Recognizes gossip, rumour and opinion as opposed to fact in conversations.

Related Applications Across the Curriculum

General

Develops a set of rules that would apply to a majority of discussion groups.

Social Studies

Attends a students' council meeting and lists the duties/roles of the president, vice-president, secretary, treasurer and others.

Practical Arts

Begins to gain an awareness of how information can become distorted in the workplace.

Science

Distinguishes scientific fact from superstition/fiction. Asks questions such as:

- Is it true?
- How do I know?
- Can I prove it?

Examines all evidence before drawing conclusions and making decisions:
e.g., considers the long-term disadvantages as well as the short-term advantages of a technology before making a decision with regard to its use.

Social Studies

Identifies and distinguishes between fact and opinion in newspaper articles.

Suggested Strategies/Activities

The development of skills for participation in group discussions is important to both social and academic achievement. Integrated Occupational Program students often lack discussion skills. They may have learned (from early failure experiences) to become increasingly passive in class and withdrawn in social situations, or to become aggressive in an attempt to gain peer/teacher acceptance. Building students' self-esteem and confidence, enabling them to risk involvement in group talk, is an important goal of discussing.

Rules for group discussion should be few, simple and generated together (e.g., wait your turn, respect the sharing of others). Post these as a reminder.

Students with oral language difficulties will often manifest:

- problems with staying on topic
- problems following the discussion (auditory memory)
- limited vocabulary and word finding strategies (overuse of low information words such as "thing", "stuff")
- overall lack of fluency ("OK", "you know")
- inability to monitor/regulate involvement in a discussion and to deploy recuperative strategies when the conversation breaks down (e.g., "I can see my last comment confused/hurt/angered you. Am I correct?").

Often, people see problems and issues in black and white; that is, all good or all bad, with little tolerance for the shades of grey or the differing opinions of others. While this is normal, students need to be encouraged to become accepting of viewpoints and feelings that contradict their own.

Early discussion topics should allow students to share opinions and knowledge gathered from first-hand experiences. The discussions should be structured with a definite goal (see *Teacher Resource Manual*: Discussing, "Checklist for Self-evaluation in Group Discussions"). Use a thinking tools strategy to expose divergent opinions, mitigating circumstances, etc. (see *Teacher Resource Manual*: Inquiry, "deBono's Tools for Teaching Thinking").

LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: RESPONDING TO LITERATURE

- Recognizes a variety of literary genres
- Recognizes the strategies applied to develop the main character
- Understands the relationship between literature and reality

SKILLS:

The skills relating to RESPONDING TO LITERATURE are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops an appreciation of various types of literary genres.
- Initiates a desire to read for enjoyment.
- Appreciates the ability of the printed word to transport the reader to a new and unknown world, thus providing unique experiences.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES VARIOUS LITERARY GENRES	
• Distinguishes between fiction and non-fiction	Develops balanced reading interests and reads fiction as well as non-fiction material related to hobbies, such as Muscle and Fitness, Skiing Digest, Crosswords, Horses, Owl and Child Crafts

Related Applications Across the Curriculum

Social Studies

Becomes aware of social studies resources as fiction or non-fiction (e.g., historical stories, political biographies).

Suggested Strategies/Activities

Reading improves with practise. Students must be encouraged to read **extensively** and **intensively**. Ask students to slow down, to move back and forth between their lives and the text, to consider meaning embedded in characterization, conflicts, setting, and to analyze the conventions of print.

Schema theory suggests that students can only identify, empathize and integrate new information from their reading if existing knowledge structures (i.e. schemata) are sufficient and activated to make the connection between the known and the unknown. Teacher pre-reading questioning techniques will assist to determine the knowledge structure that is already in place and the amount of support that may be required.

Post-reading activities may assist students to internalize new information. The following questions may prove useful:

- Why did you choose this book?
- Does this book remind you of anyone you know?
- Would you like to share something with us?
- What do you think is the most important word in this story and why is it so important? (This question may elicit an unexpected emotional response.)

Allowing students to choose the books they will read is important. Allow recommendations from other students.

Encourage students to read by introducing four books, briefly discussing author, title, plot, etc.

When there is group work to be completed, organize students according to interest, not reading ability or achievement scores.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)

CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
DEVELOPS AN UNDERSTANDING OF STORY ELEMENTS – setting – characters – conflict	Views a feature length film and outlines the plot, tells about characters, setting, etc.

It is important that teachers model an interest in reading and good reading habits. Teachers are encouraged to read the books the students are reading and to talk knowledgeably about the characters, plot, setting, etc. Good discussion comes from asking many open-ended questions.

When reading a book or story together, try soliciting only questions – no answers – until the reading is finished. Have students print their questions on a large piece of poster paper each day. Address the questions upon completion of the story/book.

Skilled readers are constantly drawing inferences and making predictions, because the text cannot give all the details about a character's appearance, relationships with others, etc. Inference accuracy is often reflective of rich life experiences provided by opportunities unavailable to some students. Two teaching strategies work well in helping to supply information that may be lacking:

- model the thinking process using a talk aloud approach: "What does the text say? What do I already know something about? Are there some clues in the text?..."
- provide a direct explanation and follow with practise and application to similar situations.

Social Studies

Follows a news event, such as a robbery, and identifies the elements of setting, characters and conflict in this real drama.

Encourage students to identify the setting, characters and conflicts in the articles and books they read and to be conscious of the influence each element may have on the others.

Read two stories from the textbook and compare the setting, characters and conflicts by having students list the similarities and/or differences in story elements.

Instruct students to write descriptive sentences about the setting of a story.

It is important for teachers to draw a balance between over-analyzing and neglecting the elements of a story or book. Over-analyzing may detract from student enjoyment, yet some degree of analysis will lead students to a more thorough understanding of the selection.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES CLUES THAT PROVIDE INFORMATION ABOUT SETTING	Identifies key words and phrases in books and visual clues in movies that set the scene for the story
INVESTIGATES CHARACTERIZATION • Identifies main characters	Identifies the key players in an incident in everyday life: e.g., school play car accident.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Science Determines whether the setting (location) of an experiment may influence the results: e.g., air currents, amount of sunlight, temperature. Social Studies Evaluates the influence of setting (environment) on industry, population, natural resources, transportation in the community.	Focus students' attention on the visual clues that tell the time/location of stories in the textbook. Visual clues evident on film must often be inferred while reading written material. Movies readily display hairstyles, clothing, buildings, vehicles and other setting clues. Assist students to recognize key words that offer hints about setting. (See *Teacher Resource Manual*: Viewing.)
Identifies the main participants in international, national, provincial and local politics.	Encourage students to identify the main character in stories or books and to provide story clues supporting their responses. Make mind maps with students focussing on qualities of the main character of a recently read story, qualities of a best friend, or other personalities. (See *Teacher Resource Manual*: Inquiry.)

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
RESPONDS TO LITERATURE	
• Reads for a variety of purposes	Reads to satisfy a variety of needs e.g., news articles, transit route directions, emergency information.
• Identifies various types of reading material with individual appeal	Spontaneously chooses a variety of books and other reading materials from the library and the sharing-shelf in the classroom.
RECOGNIZES THAT LITERATURE REFLECTS HUMAN LIFE AND EXPERIENCE	Identifies with lifestyle news stories.

Related Applications Across the Curriculum

Practical Arts

Begins to develop an appreciation for books, magazines, journals and other trade/business related literature.

Social Studies

Reads about famous people, places or events in provincial history:
e.g., early immigrants to Alberta, settlement of the local community.

Social Studies

Recognizes the relationship between historical events and historical novels/stories.

Suggested Strategies/Activities

Teach students the five finger rule: every time an unknown word is encountered which cannot be understood from context, the student must put a finger on it. Five fingers on the page is a rough indication that the book is too difficult to be enjoyed as independent reading.

Encourage students to select reading material appropriate to their interests and abilities.

Teachers must rethink the objective/analytical approach to literature study, and stress the powerful role that readers play in the construction of literary meaning. Group discussions to share impressions, ideas and problems encountered in constructing meaning, one-on-one mini-conferences, and open-ended questions will assist in a transition from teacher directed, teacher controlled lessons, to student personal response.

Encourage students to select and read books and/or stories and to share their responses with classmates, using the following questions as guidelines:
- Did you enjoy the book/article/story?
- Why did you read this?
- Would you recommend this to others? Explain.

Ask students to make a list of all the items read within a period of one week. Remind them that included in this list could be:
- cereal boxes
- newspapers
- advertisements in store windows, in newspapers.

Encourage students to relate the events of a fiction story or book to real life situations and experiences. Initiate a discussion about the similarities and/or differences between literature and reality, using the following:
- Could the people in the book or story be real? Explain.
- Could the situations experienced by the characters really occur? Explain
- Do the characters react to situations the way real people would react? Explain

LANGUAGE ARTS (I.O.P. GRADE 8)

CONCEPT: DEVELOPING LANGUAGE MECHANICS

- Understands the importance of using correct parts of speech in written and spoken communication.
- Understands and applies language conventions when developing written products.
- Understands and develops appropriate word recognition skills and spelling ability.
- Recognizes that appropriate language may change relative to the social situation.

SKILLS:

The skills relating to DEVELOPING LANGUAGE MECHANICS are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the need to develop and apply mechanically correct communication at school, at home, in the workplace and in the community.
- Develops a desire to adhere to the conventional mechanics of language in written and oral communication.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: DEVELOPING LANGUAGE MECHANICS / STRANDS: WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
USES CORRECT PARTS OF SPEECH	
● Uses correct verb form – verb tense – subject/verb agreement – irregular verbs: be, have, go, see, do, come	Writes letters to friends, using correct parts of speech. Uses correct parts of speech in verbal communication with family, friends, and co-workers.
● Uses pronouns correctly – possessive pronouns – agreement between pronoun and pronoun reference	
● Recognizes and correctly uses a variety of parts of speech – nouns – adjectives – adverbs	

Related Applications Across the Curriculum

General

Develops the ability to use correct parts of speech in all written assignments for all subjects.

Practical Arts

Begins to appreciate the importance of proper speech patterns when communicating with the public:

e.g., selling products or services, interviewing, asking directions and/or instructions.

Suggested Strategies/Activities

Knowledge of grammar is largely a matter of tacit understanding and everyday use. It is also reflective of our language community, and some students may bring a non-standard dialect to school. Be accepting of their language, but provide a good model of standard English. Sensitize students to the need to use alternative registers in specific situations (e.g., food ordering in a restaurant).

At various times throughout the year, teachers may directly teach mechanical skills as determined by student performance.

In focussing on skill instruction, consider these factors:

- the writer's intention (stress the clarity of expression)
- frequency of the skill problem
- depth/extent of the problem.

If the writer's intention is blocked by a skill deficiency, then focussing on the skill is appropriate. If the student has a skill problem which is easily addressed early in the writing process, focussed instruction may also be appropriate.

Focus on a developmental sequence for writing assignments evolving through fluency, coherence and correctness.

To encourage students to write, avoid extensive evaluating and editing early in the year. Attempt to develop a non-threatening writing atmosphere. Adjust the focus of student writing evaluations during the year to facilitate the improvement of writing ability. Determine the concepts/skills to be evaluated in a writing assignment and relay this focus to students. Students will then understand their earned mark. Teachers may wish to appraise student writings, using one or a combination of the following:

- content
- spelling
- descriptive vocabulary
- punctuation
- subject/verb agreement
- pronoun use.

At the beginning of the year, teachers may evaluate student work, focussing more on content rather than language mechanics. As the year progresses and students increase learning and gain more confidence in their writing abilities, teachers may wish to alter the evaluation pattern to focus increasingly on language mechanics. (See *Teacher Resource Manual*: Writing, "A Checklist for Assessing Student Writing", "A Developmental Framework for Evaluating Style, Cognitive and Affective Growth in Student Writing".)

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)
CONCEPT: DEVELOPING LANGUAGE MECHANICS / STRANDS: WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES AND WRITES COMPLETE SENTENCES	
• Interprets compound and complex sentences	Uses a variety of sentence forms in daily conversations.
ADHERES TO CONVENTIONS OF SPELLING	
• Uses a systematic approach to identify predictable spellings	Develops/recalls strategies to assist in spelling: e.g., "i" before "e" except after "c".
• Uses a systematic approach to identify unpredictable spellings	Refers to a dictionary to check a spelling when writing a letter to a friend.
• Uses a dictionary to check spellings	

Related Applications Across the Curriculum

Mathematics

Uses complete sentences for solution statements after solving word problems.

Practical Arts

Begins to appreciate the importance of good writing skills in specific occupations:
e.g., receptionist, keyboard operator.

Social Studies

Views news reports on television and uses complete compound and/or complex sentences to retell events to classmates.

General

Develops the habit of referring to a dictionary to check spellings in all subjects.

Science

Uses the glossary of the textbook to check spelling and to clarify pronunciation of science vocabulary.

Suggested Strategies/Activities

In a trusting atmosphere, samples of students' work can be used as exercises in combining sentences, correcting spelling and checking punctuation. Make a transparency of the writing and work through it together, sentence by sentence. If this is threatening, use material from another class.

Have students scan textbook pages from other subject areas to identify phrases, complex sentences and compound sentences.

Even at this relatively advanced stage, it is not too late to work on spelling problems. The English language is largely guided by systematic, rule-governed spelling.

Use a test-teach-test approach to discern problem areas. (See *Teacher Resource Manual*: Reading, "The McMennemy Functional Literacy List".)
Analyze the following:

- Are the problem words within the students' oral vocabulary?
- Can students identify word families, root words, prefixes and suffixes?
- Are there patterns in the misspellings (e.g., reversals for "b" and "d")?
- Do the problem words fit predictable spelling patterns?

Encourage students to develop a personal dictionary throughout the year, using spelling demons from all classes.

Direct skills instruction on dictionary use may be appropriate early in the school year. Model dictionary use behaviour to encourage further use.

COURSE: LANGUAGE ARTS (I.O.P. Grade 8)

CONCEPT: DEVELOPING LANGUAGE MECHANICS / STRANDS: WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
USES CORRECT PUNCTUATION: - period - comma - question mark - exclamation point - quotation mark	Uses correct punctuation when writing "thank you" notes for Christmas or birthday presents, or when writing telephone messages

Related Applications Across the Curriculum

General

Peruses notes from other courses and edits material, concentrating on punctuation. This process will act as a content reinforcement strategy.

Suggested Strategies/Activities

Encourage students to talk aloud or have them tape themselves to "hear" punctuation stop points.

A strategy to assist students in correcting incomplete sentences and the correct punctuation is to have them ask themselves:

- Does this make sense?
- Does this sound right?

Often, however, students have difficulty "hearing" punctuation stops, and recognizing whether a sentence makes sense or sounds right. Teachers are encouraged to develop strategies to assist students to remediate these difficulties. Using a tape recorder is a technique that will help the student become increasingly aware of a possible lack of correct punctuation. Comparing individual reading to the reading of the teacher or other students may provide the contrast to allow the student to distinguish the correct from the incorrect use of punctuation.

I.O.P. LANGUAGE ARTS PROFILE, GRADE 9

INQUIRY	Identifies and applies process skills	Identifies inquiry strategies	Recognizes inquiry strategies as aids to metacognition	Examines the purpose of developing a plan
	Investigates a variety of problem-solving/ decision-making strategies	Applies strategies to specific issues and problems	Examines consequences of behaviour	Recognizes that planning and consequences are interrelated
	Identifies critical creative thinking strategies	Uses process skills to investigate and apply critical and creative thinking strategies	Identifies studying skills	Recognizes internal and external conditions conducive to studying
	Applies studying skills			
COMPREHENSION	Uses boldface, italics, spacing, capitalization, headings, titles as aids to comprehension	Realizes that these features are meant to attract attention	Realizes that these features help set purpose for the reading that follows	Applies word recognition skills: sight words, phonetic analysis, structural analysis
	Extracts meaning from context clues: synonyms, antonyms, similes, examples	Uses signal words as aids to comprehension: if, then	Interprets indeterminate qualifiers: rather, somewhat, more or less	Interprets modal verbs: would, could, should, can, might, may
	Understands probability words: maybe, chance, possibly, perhaps	Develops vocabulary	Identifies the main idea	Selects a title for a reading passage
	Identifies supporting detail	Recognizes non-relevant detail in a passage	Relates supporting detail to main idea	Distinguishes fact/fiction/opinion
	Recognizes bias, prejudice	Recognizes persuasive language	Makes predictions	Draws conclusions

I.O.P. LANGUAGE ARTS PROFILE, GRADE 9 (cont'd)

	Makes inferences	Identifies consequences	Recognizes cause/effect relationships	Retells a story or describes an event, observing sequence of events
	Summarizes	Sets purpose for communication episode	Develops reading habits suited to the task	Uses visual information as aids to comprehension graphs, charts, maps, pictures, signs and symbols
	Converts visual information to verbal form	Processes information	Distinguishes between old and new information	
FOLLOWING INSTRUCTIONS	Interprets and follows verbal instructions	Discerns when verbal instructions must be followed precisely	Recognizes the need for sequence when appropriate	Interprets and follows written instructions
	Discerns when written instructions must be followed precisely	Skims instructions to obtain overview	Interprets visual information to follow instructions	Synthesizes information from signs and symbols
	Synthesizes information from text and diagrams	Synthesizes information from text and tables	Formulates clear verbal and written instructions others can follow	Offers alternative forms of instruction
	Converts written information to verbal form			
ASKING AND ANSWERING	Formulates questions	Generates questions for a specific purpose	Generates questions to elicit further information	Formulates higher levels of questions
	Recognizes whether an answer is expected or required	Recognizes rhetorical/redundant questions		

I.O.P. LANGUAGE ARTS PROFILE, GRADE 9 (cont'd)

REPORTING/ MAKING NOTES	Makes lists	Categorizes items on a list	Gathers information	Locates and selects suitable sources of information
	Selects appropriate modes for transmitting information	Organizes and stores personal information for retrieval at a later date	Recognizes organizational patterns	Outlines
	Organizes information according to main ideas and supporting details	Identifies key words and phrases	Selects relevant details	Discards irrelevant details
	Summarizes	Uses symbols and abbreviations	Changes sentences to point form	Reports
	Gives an eyewitness verbal report	Gives a demonstration	Produces a written report	
DISCUSSING	Recognizes conventions of holding a discussion	Recognizes roles and tasks	Helps generate rules for behaviour	Shares information
	Monitors and evaluates personal involvement	Differentiates between fact and opinion	Forms opinions	Formulates foundations for opinions
	Asserts and defends personal opinion	Recognizes that an issue can have more than one side	Permits/respects others' opinions	
RESPONDING TO LITERATURE	Identifies various literary genres	Distinguishes between fiction and non-fiction	Identifies fiction genres: short story, novel, poetry, play	Identifies non-fiction genres: biography, autobiography, textbook
	Develops an understanding of story elements: setting, character, conflict, plot	Identifies clues that provide information about setting	Investigates characterization	Identifies main characters

I.O.P. LANGUAGE ARTS PROFILE, GRADE 9 (cont'd)

	Recognizes methods of characterization	Finds clues that establish relationships between characters	Identifies forces in conflict: individual vs individual, individual vs environment, individual vs self	Detects plot unfolding
	Reads for a variety of purposes	Identifies various types of reading material with individual appeal	Selects material at appropriate level of difficulty for independent reading	Forms a personal response
	Recognizes that literature reflects human life and experience	Identifies universal themes in literature	Identifies with people and situations encountered in literature	Relates literacy experience to personal experience
	Becomes increasingly sensitive to the feelings of others	Recognizes literary devices: symbolism, similes		
DEVELOPING LANGUAGE MECHANICS	Uses correct verb form	Uses pronouns correctly	Recognizes and correctly uses a variety of parts of speech	Uses transitional devices: because, since, therefore, thus, also, in addition, further, but, however, though
	Identifies and writes complete sentences	Interprets compound and complex sentences	Writes paragraphs	Adheres to conventions of spelling
	Uses a systematic approach to identify predictable spellings	Uses a systematic approach to identify unpredictable spellings	Uses a dictionary to check spellings	Uses correct punctuations
	Identifies appropriateness of formal/informal registers	Identifies slang, idioms, cliches	Adheres to conventions according to social situations	

PROGRAM OF STUDIES/PRESENTATION OF CONTENT
LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: INQUIRY

- Understands that processing information involves selecting and applying appropriate thinking skills and strategies.
- Develops an understanding/awareness of individual thought processes.
- Understands the skills and steps involved in applying inquiry strategies at home, at school, in the workplace and in the community.
- Develops the ability to take appropriate risks in all environments.

SKILLS:

The skills relating to INQUIRY are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops a desire to understand and expand knowledge and application of process skills and inquiry strategies.
- Appreciates the advantages of the application of process skills and inquiry strategies at home, at school, in the workplace and in the community.
- Develops a desire to increase risk taking in all environments.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
EXAMINES PROCESS SKILLS • Identifies and applies the process skills of: – recalling – imagining – interpreting – applying – analyzing – synthesizing – monitoring – evaluating	Synthesizes and analyzes information from various sources as a basis for forming opinions about people, issues and events. e.g., Recognizes that a person's first opinion of another individual may change over time after seeing the individual in different circumstances. Evaluates, monitors and adapts personal social behaviour to correspond to the situation. Recognizes and interprets the behaviour of others in social situations: e.g., body language, facial expression, tone of voice.

General

Recognizes the personal use of process skills in all courses.

Identifies process skills used by other students and teachers.

Mathematics

Increases the awareness of personal use of process skills to solve mathematical problems.

Practical Arts

Continues to develop an awareness of process skills and to apply them when planning and completing practical arts projects.

Science

Increases the ability to apply scientific techniques and knowledge to daily life.

Social Studies

Displays further understanding of process skills through spontaneous use of skills and related strategies in addressing news issues:
e.g., interprets newspaper and television news items; evaluates political views on pollution, free trade and other current issues.

Metacognition refers to the individual's awareness of and ability to apply thought processes. The inquiry component of the Grade 9 language arts program is designed to provide opportunities within context for students to:

- continue to develop metacognition skills
- apply process skills and inquiry strategies.

Have students select the main character of a story and support their choice using story clues. Process skills addressed in this activity include recalling, interpreting, analyzing, synthesizing, evaluating and applying. Adaptations and variations of this activity may provide opportunities for students to practise selecting and applying process skills to improve metacognition. (See *Teacher Resource Manual*: Inquiry.)

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES INQUIRY STRATEGIES: PROBLEM SOLVING/DECISION MAKING, CRITICAL AND CREATIVE THINKING, STUDYING.	
• Recognizes inquiry strategies as aids to metacognition	Displays the ability to select and apply appropriate inquiry strategies to specific situations. e.g., Solves a problem between oneself and a sibling about household chores using a problem-solving strategy.
INVESTIGATES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES	
• Examines the purpose of developing a plan • Investigates a variety of problem-solving/decision-making strategies	Displays the ability to manage time by appropriately planning weekly activities: e.g., household chores, meals, school, homework, studying, entertainment.
• Applies strategies to specific problems and issues	Understands that available finances may influence parents' decision regarding the type of accommodation to buy/build/rent.
• Examines consequences of behaviour	Recognizes that positive and/or negative consequences will result from behaviour.
• Recognizes that planning and consequences are interrelated	Predicts consequences of behaviour before making a decision as to a course of action to pursue. e.g., Determines the consequences of driving without a licence or taking a defensive driving course.

Related Applications Across the Curriculum

General

Uses various inquiry strategies in all courses to increase metacognition.

Selects and applies appropriate problem-solving/decision-making strategies in all subject areas.

Mathematics

Displays the ability to select the appropriate problem-solving strategy to solve a variety of math problems.

Practical Arts

Recognizes that similar problem-solving/decision-making strategies apply to a variety of practical arts situations.

Science

Applies problem-solving strategies when investigating scientific problems/issues.
e.g., Examines and suggests solutions to water pollution in Alberta.

Social Studies

Uses problem-solving/decision-making strategies to form an opinion about the need for laws in the community.

Suggested Strategies/Activities

Students will enter Grade 9 with some background knowledge and previous application of inquiry strategies. Reinforce the skills and strategies within new contexts, and emphasize the relationship between process skills, inquiry strategies and metacognition.

PROCESS SKILLS + INQUIRY STRATEGIES → METACOGNITION

Review the I.O.P. problem-solving/decision-making model and other strategies generated by students. Reinforce the use of the process skills throughout problem-solving/decision-making strategies by having students address a problem or issue and determine the stages of the process during which they may employ specific process skills (recalling, imagining, . . .).

Use deBono's Consequences and Sequels model (see *Teacher Resource Manual*: Inquiry) to reinforce the importance of examining consequences before making decisions.

With practice and guidance, students will realize that thorough planning will contribute to the success of an activity.

Encourage students to share experiences about inadequately planned events and the resulting consequences. Ask students to re-plan the events and to predict outcomes. (See *Teacher Resource Manual*: Comprehension, "deBono's Tools for Teaching Thinking".)

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
EXAMINES CRITICAL AND CREATIVE THINKING	
• Identifies critical and creative thinking strategies: – Brainstorming (Fluency) – Mind Mapping – Semantic Webbing – Lateral Thinking – Movies of the Mind	Selects and applies an appropriate critical and/or creative thinking strategy to address a problem or issue. e.g., Fails to acquire desired part-time employment and examines alternative employment opportunities using Semantic Webbing or Lateral Thinking strategies.
• Uses process skills to investigate and apply critical and creative thinking strategies	Uses mind mapping to organize personal information. e.g., Location of a friend's house, procedures in making a cake.

Related Applications Across the Curriculum

General

Evaluates and monitors personal behaviour in all subject areas. Continues to think creatively through the application of creative thinking strategies.

Practical Arts

Recognizes the influence of critical and creative thinking on entrepreneurial endeavours.

Science

Realizes the relationships among critical and creative thinking and science innovations:
e.g., technology, cancer research.

Social Studies

Applies critical and creative thinking strategies to develop innovative ways of solving community, provincial and/or world problems:
e.g., communication, unemployment, resource management.

Suggested Strategies/Activities

Provide opportunities for students to continue to apply critical and creative thinking strategies, and to analyze their use of process skills. On occasion, direct skill instruction is appropriate to evaluate student progress and/or to reinforce the use of the strategy. (See *Teacher Resource Manual*: Inquiry.)

The following suggestions may assist teachers and students to assess and/or reinforce performance.

e.g.,

STRATEGY	ACTIVITY
Brainstorming (Fluency)	List 15 uses of an inner tube.
Mind Mapping	Central idea and supporting ideas: - Money - Travel
Semantic Webbing	Main ideas: - Outer space - Robots
Lateral Thinking	List things that are grouped in threes: tripod, traffic lights, three little pigs . . .
Movies of the Mind	Imagine: - A day at the Grand Prix - A disappointing day

The above suggestions may lead to discussions, descriptive or narrative paragraphs, demonstrations, radio plays and other activities. (See *Teacher Resource Manual*: Writing.)

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: INQUIRY / STRANDS: READING, WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INVESTIGATES STUDYING SKILLS	
• Identifies studying skills: – locating – organizing – note-making – outlining – summarizing – recalling – memorizing – reviewing – referencing	Uses studying skills to retain, recall and/or reinforce stored information: e.g., public transit numbers, emergency telephone numbers, baby-sitting tasks. Manages time to complete required tasks at home and at the workplace Identifies an undisturbed location for studying.
• Recognizes internal and external conditions conducive to studying	Assembles necessary equipment prior to a study session (pens, erasers, books, etc.).
• Applies studying skills	Uses studying skills to prepare for an exam or a job interview.

Related Applications Across the Curriculum

General

Applies studying skills throughout all subjects to obtain the maximum benefit of course material.

Develops a weekly schedule to accommodate homework and review for all courses.

Suggested Strategies/Activities

Many of the studying skills addressed in this component of the language arts program are elaborated upon within the 'Reporting/Making Notes' section of this document. Assist students to become aware of the transferability of skills by comparing/ contrasting the skills as they relate to studying and reporting/making notes.

Assist students to realize that external and internal conditions relate to studying success. Ask students to brainstorm ten ways that their studying environment could be improved and to determine the items on the list that are within/outside of their control. Have students determine strategies to alter conditions both within and outside of their control.

Inappropriate time management may contribute to lack of studying skills. Have students list activities and activity times in a normal evening and to calculate the time devoted to studying. (See *Teacher Resource Manual*: Inquiry, "Time Management".)

Emphasize pre-study activities and study skills by referring to the following table.

	SUCCESSFUL STUDYING HABITS	
Pre-study Activities	- note taking - asking questions - gathering material	- preparing study area - scheduling adequate time - daily review
Study Skills	- read/review - summarize - paraphrase - outline	- repeat orally - memorize - mind map - quiz

Some students respond effectively to using a studying reward system based upon hours of study, improvement in marks, etc. Rewards may include television programs, special foods, evenings with friends, or telephone time.

LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: COMPREHENSION

- Understands the relationships among the strands of language in delivering and receiving messages
- Realizes that knowledge about the strands of language increases comprehension.
- Recognizes that the active involvement of the sender and receiver is integral to comprehension.
- Understands the skills and related steps involved in applying critical/creative thinking, problem-solving and decision-making strategies to aid comprehension.
- Recognizes that different vocabulary, message delivery strategies and responses are appropriate to different social situations.
- Understands the importance of verbal and non-verbal cues.
- Understands the need to monitor and evaluate personal delivery and acquisition of messages

SKILLS:

- The skills relating to COMPREHENSION are outlined in the learning objectives listed in column one.

ATTITUDES:

- Realizes the importance to daily living and lifelong learning of continually increasing comprehension abilities.
- Appreciates the importance of understanding the strands of language and their application when sending and receiving messages.
- Realizes the value of accurate messages in the home, the school, the workplace and the community.
- Acquires a desire to be understood in the communication process.
- Develops an eagerness to apply critical/creative thinking, problem-solving and decision-making strategies in daily living.
- Develops an attitude of pride in personal accomplishments related to communication.
- Develops a desire to read and comprehend a variety of materials.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
USES BOLD FACE, ITALICS, SPACING, CAPITALIZATION, HEADINGS, AND TITLES AS AIDS TO COMPREHENSION ● Realizes that these features are meant to attract attention ● Realizes that these features help set purpose for the reading that follows	Uses print size and format as an aid to comprehending bus schedules, advertisements and newspapers. Uses newspaper and magazine headlines to predict the content of the article Develops an awareness of the impact these features, when used in advertising, may have on the consumer buying: e.g., a stereo, bluejeans, bicycles
APPLIES WORD RECOGNITION SKILLS: SIGHT WORDS, PHONETIC ANALYSIS, STRUCTURAL ANALYSIS	Decodes unfamiliar vocabulary to ascertain the content of the information or to follow instructions: e.g., to obtain gas from a self-serve outlet to determine the contents of a new food product to read a menu.

Related Applications Across the Curriculum

General

Analyzes the use of comprehension aids in textbooks from all courses.

Science

Records experimental data using these comprehension features for clarity.

Social Studies

Uses comprehension aids to develop outlines for reports and to skim a newspaper for specific information related to provincial concerns.

General

Develops a collection of sight words for each course.

e.g., Mathematics
- calculate
- integer
- estimation

Practical Arts
- Business Education – monitor
- Personal and Public Services – reception
- Technical/Occupational – velocity.

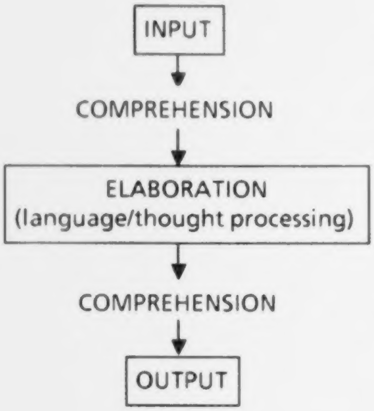
Science
- chemical
- chlorine
- environment

Social Studies
- socio-economic
- prejudice
- municipal

Suggested Strategies/Activities

Emphasis in the comprehension section of the Grade 9 level is on the **diagnostic assessment** of students' abilities to apply basic skills of language to increasingly complex contexts. Teachers are advised to review the Grade 8 Curriculum Guide to gain insights into strategies used to introduce and teach basic **comprehension** skills.

Communication is a process of extracting meaning from and comprehending verbal and/or visual input. It is important for teachers to develop further the students' individual skills in assessing personal growth in comprehension. Comprehension skills mediate between all language inputs and outputs.



Graded word lists do not assess the students' ability to comprehend, and thus are inappropriate measures of overall reading ability. However, they can be useful in assessing progress in students' word analysis skills and the extent of the students' sight vocabulary. Various word lists are available for assessment purposes. The "McMennemy Functional Literacy List" is included in the *Teacher Resource Manual*: Reading. This is a graded word list of 2,000 words. The first 500 are high frequency, basic vocabulary items, and the next 1,500 words are frequently found in menus, signs, government publications, etc. Administer this test several times throughout the year to assist in assessing student development.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
EXTRACTS MEANING FROM CONTEXT CLUES: SYNONYMS, ANTONYMS, SIMILES, EXAMPLES	Uses context clues to determine the meanings of unfamiliar terms in a conversation. Determines the meaning of a set of instructions by using context clues. e.g., The terms "whip" or "blend" in the instructions on a cake mix box may be unfamiliar. The student develops the ability to substitute synonyms (in this example "mix") into the instructions. Uses examples in conversations to clarify meaning. e.g., My parents may allow me to stay out until 1:00 a.m.; for example when I am at a friend's house watching videos.
USES SIGNAL WORDS AS AIDS TO COMPREHENSION: IF, THEN, HOWEVER	Uses signal words and indeterminate qualifiers in daily communication to join short sentences to longer sentences, thus enhancing the flow of conversation.
INTERPRETS INDETERMINATE QUALIFIERS: RATHER, SOMEWHAT, MORE OR LESS	

Related Applications Across the Curriculum

General

Uses context clues to discern the meanings of unfamiliar vocabulary in the textbooks of all subject areas.

Social Studies

Identifies antonyms and synonyms of commonly used vocabulary to expand communication:

e.g., social – genial, friendly, civil
economic – thrift, money, frugality.

Science

Uses signal words to compare consequences of experimental procedures.

e.g., If the temperature of the solution were increased by five degrees, how may the dissolving rate change?

Social Studies

Compares various sides of an issue making appropriate use of signal words.

e.g., Relaxing immigration criteria may increase the number of people entering Canada from politically turbulent countries. However, employment opportunities may not exist for these people, therefore, our social service system may be strained.

Suggested Strategies/Activities

The cloze procedure is an excellent diagnostic tool for assessing students' understanding of linguistic principles. Based on the Gestalt idea of closure, which is the impulse to complete a structured whole by supplying a missing element, the reader provides closure of a sentence by filling in the missing words. Note that the largest gains in using the cloze procedure will be realized by discussing with the students their strategies for determining what belongs in the blank space immediately after completing the exercise. (See *Teacher Resource Manual*: Comprehension, "Using a Cloze Procedure".)

Unprepared one-on-one oral reading is an effective way of diagnosing reading comprehension difficulties. Students may also read into a tape recorder for teacher/student assessment later. Organize a simple system of tabulating miscues (see *Teacher Resource Manual*: Comprehension, "Assessing Reading Comprehension"). Phonics and context clues are the two most obvious and readily observable strategies that students will use to approach the reading task. Teachers should take special note if students are overly fixated on letter-by-letter decoding or if students are unable to make use of the larger context to gain meaning.

Introduce students to a thesaurus and its possible uses for identifying antonyms and synonyms to increase vocabulary.

Encourage students to skim pages in their textbooks to find signal words and/or indeterminate qualifiers, and to copy the sentences in which these are contained in their notebooks. Have students attempt to substitute synonyms for the existing words used. Initiate a discussion focussing on possible changes to the sentence caused by altering specific words.

To emphasize the usefulness of these words in combining sentences, ask students to omit the signal words and indeterminate qualifiers and instead form simple sentences. Discuss the type of sentences resulting and the lack of flow of the paragraph.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
INTERPRETS MODAL VERBS: WOULD, COULD, SHOULD, CAN, MIGHT, MAY	Understands the use of modal verbs in daily conversation and applies modal verbs appropriately.
UNDERSTANDS PROBABILITY WORDS: MAYBE, CHANCE, POSSIBLY, PERHAPS	Recognizes the use of probability words to send indecisive or conditional messages. e.g., A parent may use "maybe" in lieu of "yes/no" when asked about attending a dance. A prospective employer may use "possibly" or "perhaps" when responding to questions about future job opportunities.

Related Applications Across the Curriculum

Mathematics

Manipulates problem-solving strategies by asking such questions as "What would/could/may happen if . . .", thus reinforcing the need to follow a sequence of steps when finding solutions.

Science

Uses modal verbs and probability words when discussing environmental issues.

e.g., What are the possibilities for life on earth if the greenhouse effect raises the temperature of our atmosphere and begins melting the polar ice caps?

Social Studies

Uses modal verbs and probability words to discuss "what if . . ." situations related to current affairs.

e.g., What if the USA/USSR stopped buying Canadian oil?

Suggested Strategies/Activities

Use the "Predicting Story Elements Technique" (see *Teacher Resource Manual*: Responding to Literature) in assessing students' abilities to manipulate the possible ending of a story given changes in the setting. Pose questions that force students to speculate on what could/would/should/may happen...

BEGINNING	POSSIBLE SETTING	POSSIBLE CHARACTERS	POSSIBLE ACTIONS	POSSIBLE ENDING

The new story endings should be logical and students should be encouraged to share this logic.

Awareness of the power of words is a crucial factor in reading critically. Students who can recognize evocative language are better equipped to make rational judgments about controversial issues, personal consumer behaviours, voting and so forth. Remind the students how "loaded words" such as might, may and possibly, are used to manipulate thinking. Use:

- editorials that take a decisive stand on a controversial issue
- appeals from charities of all kinds
- election campaign literature
- magazine and newspaper advertisements.

Have students underline the loaded words. Lead students to note generalities, words with ambiguous meanings, and the ways in which words can be used to neglect issues and to embellish empty statements.

Discuss words that advertisers avoid and have students determine the reasons that some words are chosen rather than others (e.g., "scent" rather than "smell").

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES

DEVELOPS VOCABULARY

- technical vocabulary
- specialized meanings of common words
- descriptive vocabulary
- multiple meanings of words

Related Life Skills

Demonstrates an understanding of technical terms used in the classroom in community partnership settings.

Realizes that words may have more than one meaning and becomes aware of the multiple meanings of common words:
e.g., in advertising
in political and other speeches
in industry
in everyday conversation.

Enjoys jokes, puns and riddles that derive their humour from the use of multiple-meaning words.
e.g., Two goats are busy eating garbage. One finds a roll of old film and chews it up.
"Did you enjoy the film?"
"Actually, I preferred the book."
Old orchestra leaders never die; they are just disbanded.

Reads and interprets cartoons and comic books.

Selects merchandise that does not display possibly offensive words/phrases with double meanings
e.g., T-shirts with double sexual entendres.
Bumper stickers with racial innuendos.

Mathematics

Recognizes and uses vocabulary particular to the subject:
e.g., denominator, numerator.

Practical Arts

Identifies and, uses technical vocabulary in each practical arts course and transfers knowledge from one course to the others.

Science

Develops an understanding of specialized vocabulary related to the themes investigated:

- Monitoring the Local Environment
- Using Chemical Products
- Heat and Electricity in the Home
- Diversity in Living Things.

Social Studies

Listens to a political speech and identifies vocabulary with multiple meanings.

Recognizes that political speeches may contain words with more than one meaning for the purpose of ambiguity.

Teachers are encouraged to assess student vocabulary levels frequently. Technical vocabulary, and specialized meanings or multiple meanings of words are three categories that will require particular attention. Knowledge rating activities (see *Teacher Resource Manual*: Reading), or a test-teach-test progression on all new words, serves as an ongoing diagnosis of students' current stages of comprehension development. (See *Teacher Resource Manual*: Comprehension, "Vocabulary Sorting", "Developing Vocabulary".)

Inseparable from vocabulary development is concept development which involves the following thought processes:

- connecting new vocabulary to some already existing knowledge structure (schema)
- excluding, negating or discriminating -- deciding what the new concept is **not like**
- selecting, categorizing, comparing -- deciding to what the new concept **is similar**
- implying, noting cause and effect, projecting consequences.

Implying, the fourth level of processing noted above combines the other three and must occur at a later stage in the learning process. Implying may be a difficult strategy for Integrated Occupational Program students and they may need practise in noting various relationships such as synonyms and antonyms.

A useful technique for diagnosing students' ability to exclude and select is vocabulary sorting (*Teacher Resource Manual*: Comprehension).
e.g., Ask students to look at a group of words and choose the term that subsumes the others:

- battery
- terminals
- acid
- plates.

The term battery encompasses the other three words.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES THE MAIN IDEA	
• Selects a title for a reading passage	Recaps the main idea of a movie.
IDENTIFIES SUPPORTING DETAIL	
• Recognizes non-relevant detail in a passage • Relates supporting detail to main idea	Defends the main idea of a movie, journal article, story or event with supporting detail. Supports an eyewitness account of a theft with specific details about time, place and description of the thief. Reads a set of instructions and recognizes the non-relevant/relevant details.

Related Applications Across the Curriculum

Mathematics

Interprets word problems by recognizing and eliminating extraneous information.

Practical Arts

Uses decision-making/problem-solving skills to identify activities related to task performance and arranges the activities in sequence.

Science

Identifies the main idea and supporting detail when researching and gathering information in science.

Uses outlines, idea diagrams and semantic webs in organizing information that is gathered.

Social Studies

Identifies the main idea in a newspaper article and/or speech by discarding non-relevant detail.

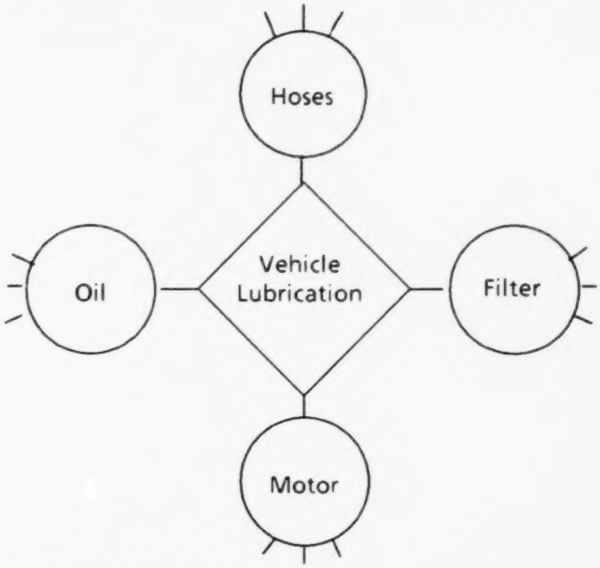
Selects appropriate details that support the main idea of a newspaper article.

Suggested Strategies/Activities

A fundamental purpose of reading is to find the main idea and the supporting details. To comprehend, the student must see the interrelation of the parts. Teacher questioning strategies for ascertaining comprehension often focus on literal meaning (facts, recall), and must extend to include the understanding of the relevance of facts to main idea. The major headings under which the teacher may wish to evaluate the comprehension levels of students are:

- vocabulary
- headings, titles
- charts, diagrams
- typographical cues
- organizational guides.

A semantic web may serve as an excellent diagnostic tool as teachers can readily observe the information students derive from a reading selection. The limits of individual student's capabilities to construct categories and relationships may also be noted. The following configuration, or a variation of it, may be useful. (See *Teacher Resource Manual*: Comprehension, "Semantic Webbing".) Teachers can gradually withdraw information to encourage students to construct their webs individually.



Collect vocabulary from other subject areas and complete semantic webs to further reinforce vocabulary.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
DISTINGUISHES FACT/FICTION/OPINION	
• Recognizes bias, prejudice	Realizes the influences of bias and prejudicial attitudes on decision making and develops strategies to overcome these feelings: e.g., in obtaining part-time employment
• Recognizes persuasive language	Demonstrates increased understanding of the persuasive language used by advertisers and politicians to influence personal decisions. Demonstrates the ability to use persuasive language when defending a point and/or when attempting to change the opinion of another person.

General

Identifies bias, prejudicial and/or persuasive language in textbooks.

Recognizes bias, prejudicial and persuasive language apparent throughout the community and relates the implications of propaganda to specific subjects.

Science

Distinguishes scientific fact from superstition/ fiction and looks for available evidence. Asks:

- Is it true?
- How do I know?
- Can I prove it?

Social Studies

Identifies the use of bias, propaganda and persuasive language by politicians who are attempting to influence the public to acquire a specific point of view.

Students enjoy stories that propel them beyond the bounds of reality into the world of the improbable, the impossible, the nonsensical and the magical. These stories provide for momentary escapism, imaginative and creative play, and, by looking at **what is not**, deeper insight may be gained into **what is**.

Assess students to determine if they have acquired the ability to:

- identify signal words that denote fiction and opinion
- evaluate the competence of the author to speak as an expert or authority on a subject
- understand the importance of seeking a second opinion before making major decisions (e.g., risky surgery, expensive car repairs)
- identify situations wherein what was fiction some years ago has become fact today (e.g., space travel)
- apply simple scientific principles for discovering truths.

Locate a news item that has been reported differently by two separate sources. Assist students to recognize the differences and to discuss reasons for the differing points of view, such as reporter background or lack of information.

Have students generate a persuasive message regarding an issue about which they have strong feelings (e.g., rock music to be played over the school intercom system). Brainstorm for "facts" versus "opinions", and for ways to present the message to the principal, such as by circulating a petition, involving the media or meeting with the

Fact	Opinion
• students leave the school at noon to listen to rock music	• students would enjoy rock music played over the school intercom system

Use resource material from science and social studies to devise diagnostic activities to assess students' ability to discriminate fact/fiction/opinion and to identify bias and prejudice.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
MAKES PREDICTIONS	Develops the ability to predict future events from past or present situations at school, at home and in the community. Uses critical/creative strategies to predict outcomes of possible future decisions. e.g., If I don't attend Jan's party, what may happen . . . ?
DRAWS CONCLUSIONS • Makes inferences	Reads the social situation and makes inferences based upon verbal and non-verbal cues. e.g., An individual is talking to another who averts his eyes and fidgets. The first individual will infer that the other is uncomfortable, and will take appropriate action.
IDENTIFIES CONSEQUENCES • Recognizes cause/effect relationships	Makes decisions after determining the possible long- and short-term effects of related behaviours. e.g., Budgeting money for future purposes

Related Applications Across the Curriculum

Science

Predicts the long-term and short-term effects of various technologies, such as ecological issues, on society.

Makes frequent predictions when engaging in scientific inquiry; formulates hypotheses.

Social Studies

Follows a current news item and predicts related events before they occur:
e.g., elections, the taking of hostages.

Practical Arts

Uses a decision-making/problem-solving model to determine the effects of a project prior to its production.

Science

Draws conclusions and identifies consequences when:

- summarizing the results of investigation
- making decisions with regard to appropriate courses of action
- troubleshooting/repairing simple mechanical technologies.

Social Studies

Recognizes that all political decisions have a cause and effect relationship.
e.g., If the Soviet Union sells wheat to India cheaper than will Canada (cause), should Canada reduce her price of wheat (effect)? If Canada does decrease her wheat price, what would be the general and specific consequences to farmers, Canadian consumers and the overall Canadian economy?

Suggested Strategies/Activities

The thinking processes involved in making predictions, drawing conclusions, making inferences, identifying consequences and recognizing cause/effect relationships are referred to as "higher thought processes". Students must do more than simply **read the lines**; they must **read between the lines**, securing from the printed material what the author has left unsaid. In order to make this inferential leap, the student must:

- look for clues and organize them in order to predict possible outcomes
- become adept at using context as a source against which inferences can be tested

Teacher questioning strategies must target these higher level thought processes. (See *Teacher Resource Manual*: Asking and Answering, "Model Questions and Key Words in Developing Questions".)

Students' abilities in these concept areas may be assessed by having students complete the following activities and by appraising their performances:

- predicting the third picture in a series after viewing the first two
- selecting a plausible ending to a story with several possible conclusions
- writing a sequel to a story that has an ambiguous ending (e.g., Star Trek and Star Wars)
- reading the first section of a story, listing facts about the main character(s) and predicting possible future events as well as the probable final outcome
- writing an ending to a story partially read in class.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
RETELLS A STORY OR DESCRIBES AN EVENT, OBSERVING SEQUENCE OF EVENTS	
• Summarizes	Restates a funny story, personal anecdote or a joke, ensuring that the details, sequence and the punch line are correct. Describes a recent hockey or football game to a friend who could not watch the event because of other commitments. Visits a classmate in the hospital and summarizes recent school events Summarizes the assignments for a student who missed a school day

Related Applications Across the Curriculum

Mathematics

Restates the problem in own words as a problem-solving strategy.

Practical Arts

Follows procedures listed in job sheets and compiles own job sheets.

Identifies functions of equipment, tools and supplies prior to their use.

Science

Plans experiments, outlining the steps to be followed. Communicates the results of investigations.

Gives directions to others that may relate to:
- procedures to be followed in accomplishing a specific task
- safety procedures to be followed.

Social Studies

Observes a newscast on TV and recaps the details of one event or summarizes the total newscast.

Summarizes for classmates a recent social studies field trip.

Suggested Strategies/Activities

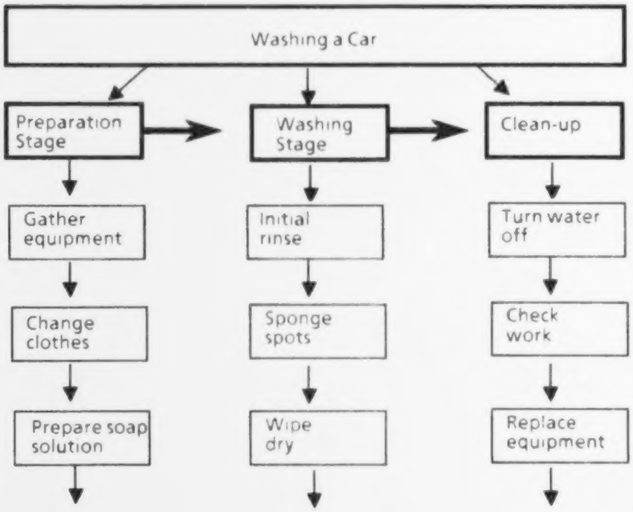
Teachers are encouraged to assess student progress regarding summarizing. Note students' abilities to:
- recall proper sequence of events
- identify main ideas and supporting details
- recognize key words or concepts
- identify suitable titles (i.e., match topics and content).

To assist students to identify signal words that denote sequence (e.g. first, then, next, finally), distribute segments of a short story and have students put the story into order providing reasons for their choices, and using signal words where appropriate.

Provide a story ending such as:
- Then I woke up.
- Tomorrow morning, I'm putting a lock on the gate.
- Some days, it would be better to just stay at home.

Have students construct a simple flow chart displaying a sequence of events leading to one of the above story endings.

Have students construct and complete a narrative sequential web or map. Initially, support the students with enough information to succeed, gradually withdrawing and permitting students to work independently. (See *Teacher Resource Manual*: Comprehension, "Semantic Webbing".)



COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
SETS PURPOSE FOR COMMUNICATION EPISODE – to inform – to entertain – to persuade – to promote aesthetic appreciation of good literature – to promote personal growth ● Develops reading habits suited to the task	Adjusts reading behaviours according to the purpose and format used: e.g., recipes - reads and rereads for thorough comprehension of step-by-step directions newspaper story - reads for main idea and supporting details sports report - scans headline and notes final score and key players Skims the appropriate section of the yellow pages to locate restaurants, recreation facilities, autobody shops, etc

Mathematics

Reads a problem thoroughly for details, then skims for specific information needed to solve the problem.

Science

Scans the procedure of an investigation to determine necessary equipment.

Social Studies

Develops the ability to adjust reading behaviours, from scanning to thorough re-reading, depending upon the information desired.

e.g., Scans a newspaper for articles related to theme

Skims a journal article to search for more information on the topic.

Assign an individual selection to each student to read, and provide classmates with a written or oral summary.

Organize a series of timed activities to assess students' abilities to adjust reading rates to suit the task. Consider the following average reading rates as guidelines. Average readers:

- process narrative style prose at 300 w.p.m. (disadvantaged readers at 200 w.p.m.)
- skim at 600-800 w.p.m.
- scan at 1000 w.p.m.
- read math problems at 75-150 w.p.m.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: COMPREHENSION / STRANDS: READING, WRITING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
USES VISUAL INFORMATION AS AIDS TO COMPREHENSION: GRAPHS, CHARTS, MAPS, PICTURES, SIGNS AND SYMBOLS ● Converts visual information to verbal form	Explains a bus schedule to a friend. Interprets a shopping mall map and verbalizes information to shopping companions. Describes shortcuts and alternative routes home. Reads and interprets provincial highway maps. Interprets weather maps
PROCESSES INFORMATION ● Distinguishes between old and new information	Links new information to old to aid in understanding messages e.g., Recalls an address to help locate a new address Recognizes the need for a balance between established formal and informal techniques and innovations in the workplace, community and home. Applies creative/critical thinking strategies to process new information and/or to solve new problems encountered at home, at school and at the workplace.

Related Applications Across the Curriculum

Mathematics

Develops visual aids and orally restates contained information.

Practical Arts

Interprets visual graphics on job sheets and product patterns.

Uses visual graphics to show design for products, marketing strategies, signs, etc.

Science

Reads and interprets tables, charts and graphs in order to gather information related to the topics investigated.

Identifies and interprets various safety symbols and signs (e.g., hazardous product symbols, safety signs in the laboratory).

Social Studies

Interprets maps, charts and graphs and summarizes the information contained within to gain a more thorough understanding of the message.

Suggested Strategies/Activities

Determine whether and how students make use of graphic information. Note whether they draw "key visuals" for themselves and others, such as drawing a simple map on how to get to a friend's house, making a simple diagram to remember how to put things together.

Obtain graphs from other subject areas (e.g., population densities from social studies; seasonal temperature changes from science) and ask students to summarize the information verbally.

Community Partnerships.

Invite a recreation instructor (YMCA, YWCA, regional recreation boards) to conduct a series of orienteering activities with the class.

Related Applications Across the Curriculum

General

Processes information using a variety of strategies such as deBono's thinking tools, semantic webbing and mind mapping.

Mathematics

Uses old information to help solve new problems.

Practical Arts

Uses creativity to devise new, improved products, processes, designs, entrepreneurial activities, etc.

Science

Appreciates the concept of building new scientific information from old knowledge:
e.g., cancer research, communication technology.

Social Studies

Uses previous knowledge about maps to interpret a map of an unfamiliar area.

Suggested Strategies/Activities

Teachers' questioning strategies are the key to activating prior knowledge and helping students relate new material to something already known. Teachers can target new vocabulary, difficult concepts or problems to solve. After reading a selection from the textbook, ask students to share similar experiences and to label the experience as strange/peculiar/frightening, etc.

Ask students to share these experiences and to expand upon the strategies they may have used to make a decision about the event. Strategies may have included:

- recalling old information/event
- predicting consequences of the decision
- withdrawing, which forces someone else to make the decision.

(See *Teacher Resource Manual*: Inquiry, "deBono's Tools for Teaching Thinking".)

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LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: FOLLOWING INSTRUCTIONS

- Understands the need to follow written and verbal instructions.
- Recognizes the consequences of not following written and verbal instructions precisely.
- Recognizes the importance of giving clear verbal and written instructions.
- Understands the need to synthesize information from a variety of sources.
- Recognizes the need to develop strategies to increase the ability to follow instructions at home, at school, in the workplace and in the community.

SKILLS:

The skills relating to FOLLOWING INSTRUCTIONS are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the need to follow and give instructions precisely.
- Develops an understanding that self-esteem is related to the ability to follow instructions and to the quality of work.
- Understands the importance of developing a positive attitude regarding giving and following instructions with precision.
- Develops a desire to follow instructions accurately and to give instructions thoroughly.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INTERPRETS AND FOLLOWS VERBAL INSTRUCTIONS	
• Discerns when instructions must be followed precisely	Follows verbal instruction during a fire or other emergency situation. Follows verbal instruction from parents when baby-sitting siblings and/or a neighbour's children.
• Recognizes the need for sequence when appropriate	Selects television programs using a T.V. guide. e.g., Reads program reviews, interprets the coding pattern, locates the time, identifies the channel. Considers the audience when selecting T.V. programs: e.g., when baby-sitting, entertaining friends.

Related Applications Across the Curriculum

Mathematics

Follows the teacher's verbal instructions when practising the use of the calculator.

Practical Arts

Understands and interprets verbal instructions and non-verbal cues (e.g., facial expressions, gestures).
Follows job sheet procedures and instructions in the sequence presented.

Science

Follows appropriate sequence when planning and performing experiments.

Recognizes the importance of following instructions when working with hazardous materials in the laboratory.

Social Studies

Follows the teacher's instructions to locate the latitudes and longitudes of designated locations.

Suggested Strategies/Activities

The ability to follow instructions is a skill that is integral to successful employment. Diagnosis, assessment and remediation must occur continually to appraise individual student development.

Failure to follow instructions may be attributed to:
- lack of full comprehension (often related to technical vocabulary)
- a memory problem (usually auditory to motor memory deficit).

Continuous assessment is necessary to determine the reasons for student difficulties. A student who is instructed to "cube the cheese" and fails to complete the task, may be experiencing a comprehension problem, as cubing cheese is a relatively simple undertaking. Teachers may assess comprehension by asking questions and may assist students by offering further context ("cube the cheese into one centimetre blocks") or by providing permanent external memory support (charts showing diced, sliced, shredded and cubed cheese).

Develop the students' auditory memory capacity by beginning with one- to three-step instructions and progressing to increasingly longer verbal instructions. Constantly check for comprehension.

To determine student understanding of the importance of following instructions, generate a discussion using the following questions:
- In what situations must people follow directions precisely (e.g., on the job; during disasters; clearing the school for a fire alarm)?
- Why is this an important skill?
- Who, in particular, would have to be a good listener to directions? Why?
- Why is following instructions often difficult?
- What problems may a listener encounter?
- How may these problems be overcome? (See *Teacher Resource Manual:* Listening, "How Do You Listen?".)

Monitor the students' abilities to follow instructions by having them explain verbally what they are doing as they complete a series of tasks.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
INTERPRETS AND FOLLOWS WRITTEN INSTRUCTIONS	
• Discerns when instructions must be followed precisely	Reads and follows instructions regarding the use of a new stereo system, household appliance and/or household cleaner.
• Skims instructions to obtain overview	Skims the assembly instructions before purchasing an unassembled item to ascertain task difficulty: e.g., bicycle, kite, model airplane.
	Skims the business pages of the telephone book to locate specific businesses: e.g., restaurants, hairdressers.
INTERPRETS VISUAL INFORMATION IN ORDER TO FOLLOW INSTRUCTIONS	
• Synthesizes information from signs and symbols	Uses various tables common in daily routines: e.g., postage rates bus schedules TV program guides.
	Interprets malfunctioning symbols on all kinds of equipment. e.g., Recognizes that a continuous red light on the vacuum cleaner usually means lack of suction and replaces the canister bag or filter Recognizes warning signals and symbols on the car dashboard indicating low oil, doors unlocked, lights left on, keys left in ignition, and attends to the problem immediately.
	Operates equipment at school or in a community partnership setting, attending to all diagrams, signs and symbols that relate to following concise operating procedures: e.g., copying machine – darkening the copy – hand feeding special items – increasing/decreasing the size – locating a paper jam and clearing the path.

Related Applications Across the Curriculum

Mathematics

Understands when an estimate is sufficient.

Practical Arts

Recognizes the importance of safety and sanitation practices in the lab and workplace.

Science

Follows written instructions in performing investigations and experiments.

Social Studies

Reads and follows instructions to locate areas on a map.

General

Skills and strategies to interpret signs, symbols, diagrams and tables are useful in all subjects, and the language arts teacher is encouraged to reinforce these skills.

Mathematics

Understands and interprets information presented in tables and graphs.
Recognizes and uses the basic arithmetic symbols.

Practical Arts

Recognizes and is guided by designs, plans, templates, signs and symbols (e.g., building a bookend, changing a tire, following a sewing pattern).

Science

Recognizes the symbols used to identify hazardous chemicals.

Suggested Strategies/Activities

Introduce the students to the guidelines below to be used in following written instructions:

- Read the entire set of directions to obtain an overview:
  - read the title
  - ascertain the meaning of all unknown words.
- Read the directions a second time for the purpose of acquiring what is needed (e.g., tools, ingredients).
- Follow the sequence of instructions, continuously self-monitoring progress.

Remind students of the need to adjust reading behaviours according to the task. Thorough, slow reading may be necessary for understanding, whereas skimming may be adequate to locate a telephone number in the telephone book.

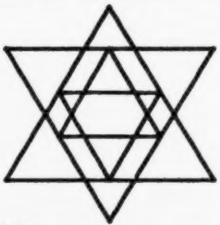
Reading for detail necessitates slowing down to 75-150 w.p.m. Students should begin to self-monitor their reading comprehension and use remedial strategies when they do not understand. Remedial strategies could include:

- rereading
- asking someone else's interpretation
- using a dictionary/thesaurus for unknown vocabulary.

Synthesizing information is a higher order processing demand and, depending upon context, within the capabilities of most I.O.P. students. Gathering information from two separate sources, integrating it and using it to complete a task requires the ability to note the relationship between the two sources.

Students can profit from activities that give practise in visual closure; that is, the ability to locate various shapes or patterns embedded in a more complex field of distracting shapes or figures. Puzzles, mazes and tangrams all require the student to discover relatedness in an embedded context.

Encourage students to practise visual closure using this diagram. Ask students to count the number of triangles.



Community Partnerships

Organize a scavenger hunt or bicycle rally for the students. Make the rally cognitively challenging by involving map reading, sign and symbol interpretation, etc. Make the rally a team effort with approximately four students per team.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
• Synthesizes information from text and diagrams	Assembles a bicycle, using the enclosed instructions and diagrams. Identifies the parts of a car, using the owner's manual.
• Synthesizes information from text and tables	Identifies distances between Canadian cities, using the table accompanying road maps. Displays an understanding of interest rates through reading the text and the table in local newspapers.

Related Applications Across the Curriculum

Mathematics

Interprets the information found in diagrams and tables.

Practical Arts

Synthesizing information is in demand in the practical arts program and throughout the workplace. Tables showing planting dates for seeds, postage rates for mail, parts for cars, menus and feeding schedules for patients in hospitals or homes, patient names with procedures to be performed, and appointment dates with the dentist, are some examples of key visuals.

Science

Interprets information provided in table/chart form, in diagrams and in symbols:

- repair instructions
- assembly instructions
- scale drawings
- safety symbols and signs.

Suggested Strategies/Activities

Students may scan for external cues, rather than attend to inner cues. Encourage students to search for cues using the total information available.

Instructions for assembling models and furniture, sewing clothes and crafts, and knitting or crocheting are accompanied by diagrams. Encourage students to bring examples of these to class. Determine whether:

- students can explain the relationship between the text and diagrams
- the diagrams enhance/simplify the text
- students are more dependent on the text or the diagrams
- students are able to focus on the relevant aspects of the diagram and discount the irrelevant (perceptual differentiation).

Interpreting visual information to follow instructions is a commonly required skill in the workplace. Displaying information using diagrams and tables may simplify information, remove possible language barriers and make information available for quick reference. Students may require direct instruction to describe, determine relationships, interpret and apply the data. To reinforce the use of visuals, obtain data from other subjects and have students construct tables of the information.

CAUSES AND CURES OF COMMON PLANT PROBLEMS

PROBLEM	CAUSE	CURE
Plant has yellow or white leaves	Lack of light, overwatering	Move closer to a window
Plant has brown or wilted leaves	Not enough moisture	Increase watering and mist leaves
Plant has holes in leaves	Beetles, snails, or worms have been on plant	Use commercial insecticide
There is a weblike trail on leaf surface	Larvae entered leaves and are eating just under the surface	Pick off infested leaves. Use commercial insecticide
Plant stems are breaking off at the ground level	Cutworms like caterpillars have been on plant	Wrap a collar of tar paper around stem about 3 cm above ground level

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: FOLLOWING INSTRUCTIONS / STRANDS: LISTENING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
FORMULATES CLEAR INSTRUCTIONS OTHERS CAN FOLLOW	
• **Gives clear verbal instructions**	Gives verbal directions to one's home.
• **Gives clear written instructions**	Writes directions to one's home on a party invitation.
OFFERS ALTERNATIVE FORMS OF INSTRUCTION	
• **Converts written information to verbal form**	Reads the directions regarding the use of a microwave oven and orally explains that information to a friend. Reads and summarizes a newspaper article to classmates.

Related Applications Across the Curriculum

General

Explains instructions of an assignment to classmates.

Mathematics

Recognizes that verbalizing the problem is one problem-solving strategy.

Practical Arts

Communicates written instructions to classmates in verbal form.

Social Studies

Learns a craft or skill relating to a Canadian cultural group and demonstrates it to classmates.

Suggested Strategies/Activities

Provide opportunities for students to practise organizing their thoughts to formulate clear instructions.

e.g., Prepare an envelope for each student containing a variety of shapes, in various colours and sizes (e.g., red/blue/green triangles, squares and rectangles in small, medium and large sizes). The contents of each envelope should be identical. Have students work in pairs. Out of view of the partner, have one student utilize the shapes to make a geometric design, and then describe the design so the partner can duplicate it using the pieces in his/her own envelope. Check that the students use appropriate vocabulary for identifying and describing:

- form
- shape
- structure
- orientation in space (e.g., to the left/right, above).

The above activity encourages the development of:

- descriptive abilities
- tactile attribute recognition (focus on the concrete)
- attribute visualization and verbalization (transfer of concepts to the abstract).

LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: ASKING AND ANSWERING

- Understands questioning techniques.
- Recognizes a variety of question types and poses questions in a form appropriate to the social situation and the information desired.
- Understands that the social situation may dictate the type of question/ response expected.

SKILLS:

The skills relating to ASKING AND ANSWERING are outlined in the learning objectives listed in column one.

ATTITUDES:

- Recognizes the importance of generating questions for specific purposes.
- Develops an attitude of openness related to asking questions and uses questions to satisfy individual curiosity.
- Appreciates the strategies necessary to ask and answer questions appropriately.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: ASKING AND ANSWERING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES

FORMULATES QUESTIONS

- **Generates questions for a specific purpose**
- **Generates questions to elicit further information**
- **Formulates higher levels of questions**

Related Life Skills

Formulates open-ended questions in informal situations to engage others in meaningful talk. Begins questions with what, when, where, how and/or why.

Demonstrates confidence in asking questions to obtain further information from friends, family members and members of the work force.
e.g., Why did you come home late from work tonight?
What do you enjoy most about this job?

Asks questions to promote conversation with friends and family.
e.g., What did you think of . . .?
How do you feel about . . .?

Formulates questions in daily life situations which encourage the listener to judge, critique, appraise, defend a point of view, make comparisons or solve a problem.

Reflects a willingness to strive for truthful and open communication questioning strategies among peers and family.
e.g., You seem disappointed in the cookies you baked. Why?

Demonstrates confidence in answering higher level questions.

Recognizes that the depth of an answer is related to the questioning techniques used.

Related Applications Across the Curriculum

Mathematics

Recognizes the importance of asking relevant questions, particularly in problem solving.

Practical Arts

Uses interview skills and customer relations skills to convey and obtain information.

Science

Identifies problems and formulates related questions before investigating and researching.

Social Studies

Recognizes the questioning techniques used by television reporters when interviewing.

Uses a variety of question types when developing a set of questions in preparation for a guest speaker.

Understands that the use of higher level questions results in more information about the people in the community. Interviews business people to determine their reasons for selecting certain sites for their businesses.

Suggested Strategies/Activities

Students should realize that questioning strategies may be used to elicit specific information, to ascertain comprehension and to monitor their involvement in various communication situations. Students must learn to **respond** to various types of questions and to **ask** questions of others.

Provide time for students to practise identifying two types of questions related to print material:

- Explicit – the answer is included in the print
- Implicit – the answer is to be surmised from the print and students must develop relationships among the print and/or relationships between the text and an internal or external knowledge base.

Post the two question types on the wall and encourage their use when students answer questions dealing with printed material. When the question is beyond the explicit level, it is important for the teacher to mediate and interact with the students, emphasizing the need to engage in thinking processes such as making inferences, drawing conclusions, noting cause and effect, making comparisons, critiquing, or defending a point of view. (See *Teacher Resource Manual*: Asking and Answering.)

As a self-regulatory strategy, students should be encouraged to ask questions to monitor their communication efforts.

e.g., You seem a bit confused. What part didn't I explain well enough?
From our conversation, it seems you might be interested in joining the soccer club. Am I right?

Assist students to recognize the difference between low and high levels of questions:

- Low level questions often elicit a yes or no response and often begin with can, will, do, should, could or would.
- High level questions elicit a more lengthy and thoughtful response and often begin with what, how or why.

LEARNING OBJECTIVES	Related Life Skills
FORMULATES QUESTIONS (cont'd)	

Related Applications Across the Curriculum

Suggested Strategies/Activities

Passive learners with poor self-esteem must realize that they can empower themselves by asking good questions, and that they are not necessarily to blame for incomplete information.

Probing requires ongoing monitoring of the way the process of communication is progressing. Activities that help students identify communication barriers and develop strategies to overcome barriers are helpful. Often, being honest and candid are the simplest approaches. Probing for more information is evidence of metacognitive awareness (i.e., student knows that information is lacking) and is to be encouraged.

Provide students with some incomplete instructions and observe their reactions. Do they:

- ask questions?
- attempt to complete the information gap on their own?
- give up; get frustrated?
- blame themselves for being dumb?
- blame the teacher for giving poor instructions?

Students must recognize and account for the feelings of others. Attention to facial expression becomes important. Help them to identify the signs of confusion, shyness, fear, and embarrassment, for example, and use this information to formulate questions.

Record news or sports interviews from radio or television to play for students. Have students identify low and high level questions. Students could role play interview situations focussing on higher level questions.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: ASKING AND ANSWERING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES WHETHER AN ANSWER IS EXPECTED OR REQUIRED	
• Recognizes rhetorical/redundant questions	Asks specific questions to avoid placing friends in the position of being less than honest. e.g., Asks "I have a spare ticket to the volleyball match on Friday, can you join me?", rather than "What are you doing Friday night?" Responds appropriately to and recognizes the functions of rhetorical and redundant questions. Displays the understanding that the question may not be the important part of the message. e.g., Can you pass the butter, please?

Related Applications Across the Curriculum

Social Studies

Identifies rhetorical questions in political speeches and determines their purpose.

Suggested Strategies/Activities

Have students compose a poem entitled "Do I Have to Answer That?" or "I'd Rather Not Say". This would include questions they don't feel a need to answer.

e.g., Where did you go?
How did you get there?
I'd rather not say.
Who were you with?
Who else was there?
I'd rather not say.
Did you have a good time?
Why are you late?
I'd rather not say.
Will you go out tomorrow?
Where will you go?
I'd rather not say.
I'd rather not say.

Discuss:
Who is asking all these questions? In what situations is it okay to ask personal questions? Could the questions be rephrased so they don't seem like prying into someone's personal affairs?

Ask students for examples of questions that they should answer guardedly (e.g., "Are you home alone?").

LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: REPORTING/MAKING NOTES

- Understands that planning involves the use of organizational patterns.
- Recognizes and applies organizational patterns to school, home, work and community related situations.
- Recognizes the importance of developing the ability to organize information by locating and selecting suitable sources.
- Recognizes the importance of selecting resources appropriate for the task.
- Understands the importance of developing the ability to organize and produce a written and verbal report.

SKILLS:

The skills relating to REPORTING/MAKING NOTES are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the function of organizing and planning at home, at school, in the workplace and in the community.
- Develops a desire for accuracy in reporting and making notes.
- Appreciates the importance of reporting and note making strategies in daily lives.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
MAKES LISTS ● Categorizes items on a list	Makes a Christmas gift list and a budget, including the names of people, possible gifts to buy and price estimations. Maintains a mental/written inventory of personal items, and lists the items missing from his or her bedroom in the event of a robbery. Keeps a personal calendar/day timer to note a variety of important details: - school holidays - dental/doctor appointments - family birthdays - quizzes/exams/assignments Names several new people recently met at a party

Related Applications Across the Curriculum

Mathematics

Recognizes that collecting and recording data requires the ability to categorize.

Practical Arts

Identifies components of a task and categorizes equipment, tools and supplies accordingly.

Science

Categorizes/classifies plants in terms of nutrients they provide.

Social Studies

Lists and categorizes countries or urban locations according to their industrial and/or socio-economic base.

Suggested Strategies/Activities

Many I.O.P. students fail to realize that information can be manipulated or rearranged to make it easier to understand. They may believe that the way the information is presented by an author or the teacher is the only way it can be organized. For students with memory deficits, skill in note taking provides the permanent external memory support needed to become adept at organizing information, improving comprehension and managing time.

Determine students' abilities to:
- estimate auditory and visual memory capacity, as opposed to estimating physical capabilities such as how far they can jump (students may over-estimate)
- impose structure on random information (i.e., categorize, alphabetize, priorize, utilize word association techniques)
- use compensatory strategies spontaneously such as jotting down notes which reflects the ability to self-monitor and regulate.

Activities that illustrate in concrete terms the difficulties in remembering many unrelated items are helpful. Trial learning games can be used to teach students how to manipulate information to their advantage.

e.g., Have students view 15 items on a tray for several minutes and, after removing the tray from view, attempt to recall all 15 items.
Remove five items from the tray and ask students to identify the missing items.

Have the students who are strong in this activity share the cognitive strategies they are using to enhance visual memory capability (e.g., using "peg" words, organizing a system for word association, imposing categories, alphabetizing the items). (See *Teacher Resource Manual*: Inquiry, "Activities to Increase Memory".)

Determine students' auditory memory capacity with activities which require them to store a list of verbal information.

e.g.,	Student 1	"I went on a trip and I packed pyjamas."
	Student 2	"I went on a trip and I packed pyjamas and a toothbrush."
	Student 3	"I went on a trip and I packed pyjamas, toothbrush and three pairs of socks."

Encourage students to make lists as a self-management strategy to provide a permanent external memory when there are many items to remember (e.g., errands, chores, grocery items).

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
GATHERS INFORMATION	
• Locates and selects suitable sources of information	Knows where to look for further information when: • obtaining a phone number not listed in the white pages (uses 411 number, and long distance information number 1-555-1212) • obtaining driver's licence information • applying for S.I.N. • using public swimming facilities. Is familiar with common sources of information: • government agencies (city hall, Alberta government) • government publications (Hansard, city by-laws, Highway Traffic Act) • manuals with instructions for operating a variety of household appliances and equipment • the index of books, such as recipe books • catalogues for items to enable price comparisons.

Related Applications Across the Curriculum	Suggested Strategies/Activities

Mathematics

Collects, records and displays data.

Practical Arts

Identifies and initiates contact with in-school and community sources of information:
e.g., government services, businesses, professionals, tradespeople, libraries, student services.

Science

Applies skills of note making in gathering information related to the topics investigated in science. Uses skeletal outlines, idea diagrams and semantic webs to organize collected information.

Social Studies

Locates information from appropriate community agencies when researching environmental concerns.

Study the classified ads in the newspaper to identify the abbreviations used. Examples of abbreviations may include:

- N/S (non-smoker)
- close to DT, LRT or bus
- W/D/S/F/M (washer/dryer/stove/fridge/microwave).

Brainstorm with the students to obtain sources of information within the school/community for specific problems and needs and make a table of the information.

Review the use and organization of phone books, encyclopedias, maps, directories, calendars, and catalogues.

Ask students to suggest sources of further information regarding the following situations:

- the curling iron given as a birthday present four months ago is not working
- while riding a ten-speed bicycle on the sidewalk, a cyclist is hit by a car emerging from an alley. The cyclist is not hurt, but the bicycle is damaged and the cyclist wonders if he has a case to take to small claims court.

Have students develop scenarios to write or role play that would bring the above situations to logical conclusions.

Review to determine student ability to access and use common sources of information identified in Grade 8. This requires skills in:

- alphabetizing
- using table of contents, index and chapter headings to locate pertinent information
- skimming/scanning/intensive reading
- conceptualizing categories (locates "Joe's Garage" under "Service Stations" in the business pages of a telephone book).

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
• Selects appropriate modes for transmitting information	Writes cards, notes, telegrams appropriate to the occasion. Makes phone calls using the appropriate greetings, closure, etc. Realizes when details must be recorded and witnessed (accidents, contracts). Selects postcards, telegrams, notes, conversation, demonstration, etc., appropriately to convey messages such as: • a birthday greeting to an out of town friend or a classmate • a telephone message • details of an accident • a follow-up thank you note to a neighbour who has done you a favour
• Organizes and stores personal information for retrieval at a later date	Keeps notebooks well organized so information may be located for review. Organizes a system for storing personal information, such as: • personal list of frequently called phone numbers mounted by the telephone or recorded in the back of the phone book • favourite recipes on index cards in a file box or in a folder.

Related Applications Across the Curriculum

Mathematics

Discerns which type of graph would be appropriate to display certain information:
e.g., bar, picture, line.

Social Studies

Writes a letter of opinion to a government official protesting a recent bill or by-law.

Science

Displays and communicates information gathered through a variety of methods:
- written form
- pictures/diagrams
- charts/tables
- graphs.

Social Studies

Organizes and shares information about personal cultural background with classmates.

Suggested Strategies/Activities

Ask students to contribute to the various methods of transmitting information to a class list. Categorize these as written, visual, auditory, physical contact, olfactory or combination messages.

Have students send messages using several methods:
- written messages – invitations, thank-you cards, telegrams, friendly letters
- visual messages – eye contact, facial expressions, body movements
- auditory messages – music on cassettes, radios
- physical contact messages – a pat on the back
- olfactory messages – perfume, cooking products
- combination messages – videos, buffet.

Complete mind mapping activities with students (see *Teacher Resource Manual*: Inquiry) to expand existing knowledge related to personal information.
e.g., Mind map all the telephone numbers you know, all your friends, the qualities of a good friend, future plans.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES ORGANIZATIONAL PATTERNS:	
– enumeration of events	Relates the events of the day to family members.
– chronological order	
– cause and effect	Summarizes previous employment experiences for a job interview
	Recognizes that the result of careful budgeting may be a larger balance in the savings account.

Related Applications Across the Curriculum

Practical Arts

Uses flow charts to show sequence to key ideas, practices and consequences in a variety of task related activities.

Science

Selects appropriate organizational patterns to display experimental data.

Social Studies

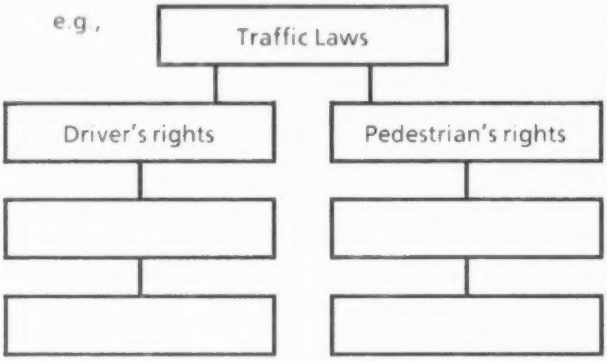
Recognizes that historical writing can be organized according to issues, major events, people, chronological order, cause and effect, etc.

Suggested Strategies/Activities

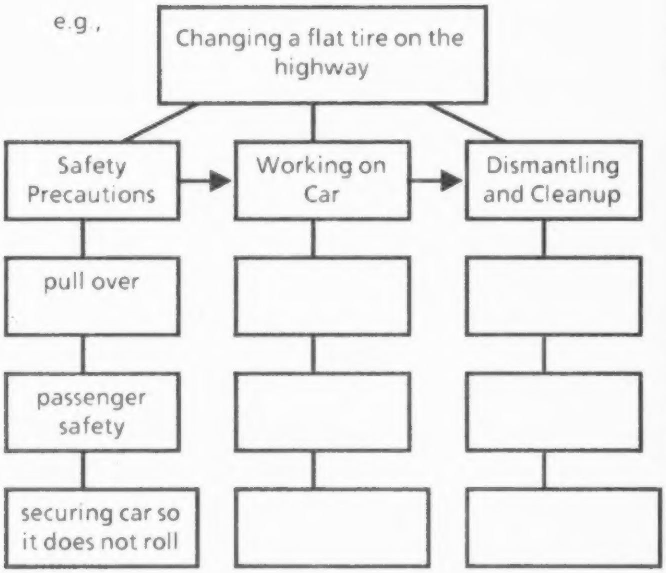
Introduce students to alternative methods of organizing information. Identifying topics/main ideas and the accompanying key words is an important skill in noting organizational patterns. Check that students are able to:

- identify signal words that denote the overall organizational pattern: to begin with, besides, for example, because, although
- identify signal words that signify main ideas: most important, the key event, the focus, etc.
- make use of various mapping strategies to simplify and organize information (see *Teacher Resource Manual*: Comprehension).

e.g.,


Traffic Laws
Driver's rights
Pedestrian's rights

e.g.,


Changing a flat tire on the highway
Safety Precautions
Working on Car
Dismantling and Cleanup
pull over
passenger safety
securing car so it does not roll

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
OUTLINES	
• Organizes information according to main ideas and supporting details	Captures the meaning of a conversation by identifying the main idea and the details that support this main idea.

Related Applications Across the Curriculum

Mathematics

Identifies the key information in a word problem.

Science

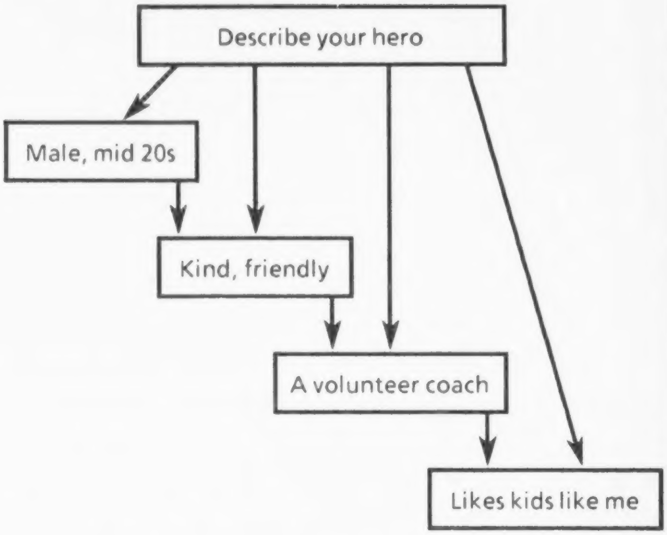
Defends investigation conclusion statement using main ideas and supporting details from background, procedure and results.

Social Studies

Identifies the main idea and supporting details in an editorial.

Suggested Strategies/Activities

Outlining is a technique that helps students organize, simplify and thus understand information more fully. Simplified information contributes to comprehension as the author's main points are highlighted as well as the organization of the passage itself. The outline should be restricted to one topic and the relationships between the divisions in the outline must be clear. Have students do a memory writing assignment using an outlining strategy such as the following.



Read a story with/to students and develop a class outline using the above method or a strategy suggested in the *Teacher Resource Manual*: Reporting/Making Notes.

A partially completed outline may be incorporated into a lesson as a note-taking strategy. Provide students with a list of four or five main ideas to be covered during the lesson. Have students copy these into their notebooks leaving spaces to add supporting details. Instruct students to write supporting details in phrase form as you teach the lesson. Discuss and compare student notes to summarize and review.

Occasionally, collect student notebooks for marking/monitoring. Have students bring notebooks from their other courses and discuss the note-taking abilities that are required (e.g., copying notes from the board, organizing handouts, generating their own notes, using a highlighter pen to identify main ideas, key words and phrases).

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
• Identifies key words and phrases	Remembers key words of instructions and uses these to follow the instructions.
• Selects relevant details	Reads consumer reports and notes relevant details about an upcoming purchase: e.g., toy for a young niece or nephew – Is it washable? – Is it durable? – Will it provide for hours of play, or quickly be discarded? – Are there various brands of the same toy? – How expensive is the toy?
• Discards irrelevant details	
• Summarizes	Composes a note to leave for family members. Sends postcards when on holidays. Takes telephone messages.

Related Applications Across the Curriculum

Mathematics

Identifies key information and discards irrelevant information in a word problem.

Practical Arts

Uses key words and phrases to remember a procedure related to a practical arts course.

e.g., Gather, mix and bake are key words in cooking.
Design, measure, cut and construct are key words in a woodwork course.

Science

Identifies key words and phrases to distinguish between science and technology

Social Studies

Views and summarizes a film verbally and in writing for teacher evaluation purposes using key words and phrases by selecting relevant details and discarding irrelevant details.

Suggested Strategies/Activities

Encourage students to listen for cues such as:

- key words ("a key point . . .", "first . . . second . . . third . . .", "In summary . . .")
- voice inflections
- voice emphasis
- variation in pace
- repetition of information

Have students view a videotaped conversation or interview and identify the verbal and non-verbal cues. Stop and replay as needed. Begin with simple content and advance to more complex material to provide students with the opportunities to detect communication cues.

Listening or reading for detail requires total concentration and the application of various strategies. When reading, students should be on the alert for headlines, titles, charts or pictures that will cue the reader to slow down and to read for the details.

Conduct a variety of timed activities using a textbook from another subject area to provide students with practise in adjusting their reading rates to read for details.

Follow these guidelines for teaching students to summarize:

1. Remove all non-essentials
   - descriptions
   - comparisons
   - examples
   - illustrations.
2. Turn questions into statements if the content of the questions is worth saving.
3. Use familiar vocabulary. Do not copy the language of the original as note making is not copying.
4. Exclude personal comments.

Have students practise by crossing out the non-essential words and phrases in a given piece of writing.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)

CONCEPT: REPORTING/MAKING NOTES/ STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
• Uses symbols and abbreviations	Interprets common abbreviations and symbols used in daily life: e.g., postal codes, laundry instructions, household chemicals, street signs, dates. Interprets signs around the city when biking. e.g., Finds the bicycle paths, picnic areas Understands warnings. Recognizes and interprets common abbreviations in the classified section of a newspaper.
• Changes sentences to point form	Writes an accident summary in point form for a police report. Uses point form to summarize previous employment experiences on a job application form. Writes a telephone message in point form.

Related Applications Across the Curriculum

Mathematics

Recognizes and uses the common arithmetic symbols.

Science

Uses symbols associated with units of measure involving length, force, mass, capacity, time and temperature.

Social Studies

Recognizes common abbreviations used in geography and politics.
e.g., N.S., N.B., B.C., N.A., NDP, PC, MLA, MP, LIB.

Changes sentences to point form for the purpose of reporting to the class: e.g., a pamphlet outlining the effects of alcohol.

Suggested Strategies/Activities

Teach students ways to condense notes by using commonly understood symbols and abbreviations.

Reinforce abbreviations that are being taught in other subject areas.

Ask students to list all the abbreviations they can recall, to exchange lists with a classmate and to identify their peers' abbreviations. Share these with the class.

Study the origins of common abbreviations and symbols to clarify their meaning.
e.g., V.I.P. TLC A.S.A.P.
R.S.V.P. etc. Ltd.

To assist students to identify the main idea of a sentence, place a series of descriptive sentences on an overhead. Ask students to mentally cross out words that are not essential to the meaning of the sentence and to write the remaining phrase on paper. Compare and discuss the phrases.

Have students reduce a message to telegram form. Remind students that every word costs money, but the message must be reconstructed and transmitted without loss of meaning.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
REPORTS	
• Gives an eyewitness verbal report	Reports a significant event from the home or workplace accurately. Reports a news event from a television news program.

Related Applications Across the Curriculum

Mathematics

Reports to classmates the process involved in solving a specific math problem.

Practical Arts

Reports to classmates the procedures involved in making a ceramic bowl, a set of book ends or a metal file.

Reports the events of a job shadowing opportunity:
e.g., duties of the manager, the secretary, the clerk.

Suggested Strategies/Activities

Provide students with practise in completing various "report" forms they may encounter in daily life:
e.g., industrial arts class accident report
traffic accident report for the police and the insurance company
"case statements" at the office.

Reports are often summaries and students must identify the central incident and the relevant details. Encourage students to describe/report the facts objectively rather than display subjective behaviour such as attempting to absolve blame. Share and discuss the following real accident reports from police files:

- "The telephone pole was approaching fast. I was attempting to swerve out of its path when it struck my front end."
- "The indirect cause of this incident was a little guy in a small car with a big mouth."
- "An invisible car came out of nowhere, struck my vehicle, and vanished."

Information for reports should be gathered from first-hand knowledge and experience.

Students may conduct a simple survey as a basis for reporting using the following suggestions:

- students' opinions on various details concerning the final dance of the year
- parents' opinions about the drinking age.

Community Partnerships

Have students conduct and interview with a community member and provide a complete report to the class of the details of the job in which that person is employed. Carefully prepare interview questions in advance.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: REPORTING/MAKING NOTES / STRANDS: WRITING, READING, VIEWING

LEARNING OBJECTIVES	Related Life Skills
• Gives a demonstration	Demonstrates the many uses of a household appliance to a friend: e.g., a food processor a microwave oven. Describes and demonstrates to customers the benefits/effects of different products and services.
• Produces a written report	Writes a detailed accident report for insurance purposes. Writes a letter to a friend, reporting on events since the last letter.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Mathematics Demonstrates the use of manipulatives to solve problems. Practical Arts Demonstrates and makes verbal/visual presentations to classmates and others regarding procedures: e.g., colouring hair, building a shelving unit, using a computer program. Science Demonstrates to classmates the procedure of an investigation. Social Studies Demonstrates travel routes between various locales in Alberta, using a provincial road map.	Assist students to organize for presenting a demonstration to classmates. Select topics familiar to students. Students are usually more comfortable with informative demonstrations such as: • how to ski down hill • how to use a curling iron. Encourage students to use props, index cards and other cues when demonstrating. Have students observe the non-verbal communication skills used by the demonstrator.
Writes an expository or descriptive report on a topic such as: • Natural resources in my community • Industry in my community • Cultural groups in my community.	With appropriate guidance, Grade 9 students can produce a three or four paragraph report on a familiar topic. This activity could serve as a review of this section of the curriculum. Organizing students into pairs for this project may assist in making students more confident and comfortable. Reporting steps would include: • listing possible topics • locating and gathering information • organizing information • developing an outline • identifying key words and phrases, selecting relevant details, discarding irrelevant details, summarizing, using symbols and/or abbreviations, using point form • reporting using an introductory paragraph, body paragraphs and concluding paragraph.

LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: DISCUSSING

- Understands the written and unwritten rules of discussing.
- Recognizes the importance of adhering to discussion rules when sharing information.
- Accepts the responsibilities associated with discussion roles.
- Recognizes and reacts appropriately to non-verbal cues when discussing.

SKILLS:

The skills relating to DISCUSSING are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops a sense of confidence in personal discussing abilities.
- Appreciates the roles accepted by members of a discussion group.
- Acquires a desire to share information through discussion.
- Develops a desire to apply the written and unwritten rules of discussing.
- Appreciates and accepts the opinions expressed by others.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: DISCUSSING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES CONVENTIONS OF HOLDING A DISCUSSION	
• Recognizes roles and tasks	Volunteers to play an active role in a discussion. e.g., Becomes the recorder or reporter.
• Helps generate rules for behaviour	Reacts according to the unwritten rules that exist and modifies behaviour to coincide with the social situation. e.g., Behaves appropriately within the family setting, during a wedding ceremony, in a restaurant.
• Shares information	Develops the ability to speak to small groups about personal or other relevant topics.

Related Applications Across the Curriculum

General

Develops a set of rules that would apply to a majority of discussion groups. Recognizes that some rules may be group-specific.

Mathematics

Describes strategies used in a problem-solving situation.

Science

Shares information/results obtained in a scientific experiment.

Social Studies

Attends a school board or a town council meeting, identifies the roles of the members, recognizes the group rules that apply and shares this information with classmates.

Suggested Strategies/Activities

The development of skills for participation in group discussions is important to both social and academic achievement. I.O.P. students often lack discussion skills. Students may have learned from early failure experiences to become increasingly passive in class and withdrawn in social situations or to become aggressive in an attempt to gain peer/teacher acceptance. Building students' self-esteem and confidence to enable them to risk appropriate involvement in group talk is an important goal of discussing.

Rules for group discussion should be few, simple and generated together (e.g., wait your turn, respect others' opinions). Post these as a reminder.

Select topics that will promote voicing of divergent opinions and integrate Thinking Tools Strategies to promote critical thinking skills (see *Teacher Resource Manual*: Inquiry, "deBono's Tools for Teaching Thinking").

e.g., What would happen if students could come to school dressed as they wished?

Plus	Minus	Interesting
• permits expression of personal style •	• clothes continue to be very costly •	• dress style can be very distracting •

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: DISCUSSING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
• Monitors and evaluates personal involvement	Realizes when he or she responds beyond the accepted social boundaries and modifies behaviour to suit the situation.
DIFFERENTIATES BETWEEN FACT AND OPINION	
	Distinguishes between a fact and an opinion about another person. Gathers information to assist in a fact/opinion decision.

Related Applications Across the Curriculum

Practical Arts

Gains an awareness of how information can become distorted in the workplace.

Social Studies

Decides to become personally involved in a political issue by telephoning and/or writing a Member of Parliament (or other politician), radio stations or newspapers.

Science

Distinguishes scientific fact from superstition/fiction, researches available evidence and asks:

- Is it true?
- How do I know?
- Can I prove it?

Examines all evidence before drawing conclusions and making decisions.

e.g., Considers the long-term disadvantages as well as the short-term advantages of a technology before making a decision with regard to its use.

Social Studies

Uses a problem-solving/decision-making model to distinguish between the facts and opinions of a current issue.

e.g., Free trade, technology in the workplace.

Suggested Strategies/Activities

Encourage students to monitor and evaluate their involvement in group discussions. The focus can shift from achieving group goals and following rules (Grade 8) to becoming aware of and managing personal involvement and using recuperative strategies when appropriate. (See *Teacher Resource Manual*: Metacommunication, "Checklist for Self-evaluation in Group Discussions".)

Look for recurring behaviours that reflect poor social pragmatic:

- talks too much
- does not talk enough
- appears aggressive
- is passive/shy and is too easily led
- interrupts
- uses body language poorly (e.g., does not display attending behaviours, such as making eye contact).

Use counselling techniques when moving among the groups to overcome some of the above mentioned behaviours. For example, describe a problem and follow with a statement/question about possible future behaviour, such as, "Larry, I noticed that you began to talk before you had the others' attention. You didn't get your point across as well as you might have. How can you be sure you are being listened to next time?"

Often, people see problems and issues in black and white; that is, all good or all bad, with little tolerance for the shades of grey or the opinions of those who do not agree with their own. Students need to be encouraged to become accepting of viewpoints and feelings that contradict their own.

Young adolescents may have strong opinions on issues involving fairness and determining what is right or wrong. They often will be quite outspoken, leaving no doubt as to how they feel.

Have students role play various situations in which they become an authority figure who has an opinion that differs from their own. Topics could include curfew, selection of friends, legal drinking age.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: DISCUSSING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
FORMS OPINIONS	
• Formulates foundation for opinion • Asserts and defends personal opinion	Develops an opinion based on reliable input and the decision-making process. Expresses personal position with confidence. Demonstrates firmness, not rudeness, when asking for something that should rightfully be granted e.g., Takes turns and plays by the rules of the game. Defends individual innocence when accused of negative behaviour. e.g., "No mom, I did not leave the kitchen in a mess after school because I just arrived home now. Phone Shannon's place and ask her if you want to check."

Related Applications Across the Curriculum

Mathematics

Defends an estimated answer using assertive behaviour and supporting details.

Science

Makes decisions and chooses courses of action that will foster the responsible use of science and technology.

Social Studies

Forms and assertively defends opinions regarding current social issues such as abortion, drinking age, and the age for obtaining a driver's licence.

Suggested Strategies/Activities

Assist students to develop the ability to establish a foundation for an opinion by gathering data, discarding irrelevant details and retaining relevant details.

I.O.P. students may not realize the difference between being assertive and being aggressive. One of the rules of the discussion group might be "no ridicule, sarcasm or put-downs allowed". Since students' self-monitoring abilities may be weak, the teacher will need to be aware of possible problems, assume the responsibility to describe the behaviour observed, react to the behaviour, and relate how this behaviour is affecting the peer group. Teachers may use this surface counselling strategy frequently with students who are unaware of the impact of their communication behaviour.

Some differences between passive or aggressive and assertive behaviours are displayed on the following chart:

Passive or Aggressive Behaviour	Assertive Behaviour
• demeans other people by using embarrassment e.g., "Does your mother let you do that at home?" • purposely hurts others • harbours a grudge • blames others • is overly competitive • becomes hostile quickly • withdraws from situations • ignores others	• focusses on the problem by describing what can be changed e.g., "Mary, please take your feet off the table." • leaves others' dignity and pride intact • deals with problems immediately • accepts responsibility • exhibits self-control • is cooperative • exercises tolerance

Have students practise formulating assertive statements for situations that could easily have lead to passive or aggressive behaviours.

e.g., A student arrives late for school and must offer an explanation to the secretary.
A student does not do well on a quiz and must respond to a classmate who asks "What did you get?"

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: DISCUSSING / STRANDS: SPEAKING, LISTENING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THAT AN ISSUE CAN HAVE MORE THAN ONE SIDE	
• Permits/respects others' opinions	Accepts points of view that contradict personally held opinions. Listens to and tolerates the opinions of others at home, at school, in the workplace and in the community.

Related Applications Across the Curriculum

Science

Examines various sides of issues involved in the use of technology.

Social Studies

Studies the opinions of political parties regarding a current issue and realizes that the ideas and opinions may vary among parties:
e.g., French language issue, steroids and sports.

Suggested Strategies/Activities

People often believe their opinion is correct and wish to spend time attempting to change the opinions of others. Although defending one's opinion is acceptable, students must recognize that individuals form opinions based upon personal knowledge, past experiences, family background, etc.

Ask students to recall behaviours that are acceptable in some, but not all, societies (e.g., North Americans greet acquaintances with a handshake, Orientals greet using a bow, Europeans kiss each cheek). Encourage students to discuss other cultural behaviours and whether a "correct" behaviour exists.

Relate the discussion to the realization that issues, like behaviour, may differ the appropriateness of each reaction to a issue is dependent upon an array of factors.

LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: RESPONDING TO LITERATURE

- Recognizes a variety of literary genres.
- Understands the importance of developing the ability to explore the elements of a story.
- Recognizes the importance of selecting reading material suited to the task.
- Understands the relationship between literature and reality.
- Recognizes the need to select and read material for personal knowledge and enjoyment.

SKILLS:

The skills relating to RESPONDING TO LITERATURE are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops an appreciation of various types of literary genres.
- Initiates a desire to read for a variety of purposes, including enjoyment.
- Appreciates the ability of the printed word to transport the reader to a new and unknown world, thus providing unique experiences.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, WRITING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES VARIOUS LITERARY GENRES • Distinguishes between fiction and non-fiction • Identifies fiction genres: short story, novel, poetry, play • Identifies non-fiction genres: biography, autobiography, textbook	Identifies various literary genres and recognizes the reality/fantasy of the contents.
DEVELOPS AN UNDERSTANDING OF STORY ELEMENTS – setting – characters – conflict – plot	Recognizes that life itself may be a series of conflicts that challenge the individual to grow and adapt; that living is a continuously unfolding plot.
IDENTIFIES CLUES THAT PROVIDE INFORMATION ABOUT SETTING	Infers from visual clues in the environment, appropriate social behaviours for the setting. e.g., – No one appears to be smoking – a "no smoking" environment. – Sandals and shorts are permitted in this restaurant – an informal eating establishment. – Everyone is formally dressed at this dance – I will be on my best behaviour.

Related Applications Across the Curriculum

Social Studies

Identifies factual (non-fiction) social studies books and articles.

Distinguishes editorial from factual news items in the newspaper, on the radio or on television.

Social Studies

Finds clues in a newspaper or journal article that may assist in predicting the setting of a news event.

Suggested Strategies/Activities

Review strategies suggested in the Grade 8 course to assist in determining student growth related to learning objectives.

Discuss with students their reading preferences. I.O.P. students might tend to:

- prefer "true stories" – they are often hesitant to question the printed word and thus may find it difficult to read creatively and imaginatively
- reflect a narrow range of reading interests.

There appears to be a difference in the reading interests of boys and girls at the junior high level. Teachers are encouraged to take advantage of these different reading interests in promoting the reading habit.

Girls' preferences	Boys' preferences
• romances • interpersonal conflicts	• war stories • sports

It is crucial to make reading material readily available and to be familiar with favourite authors (e.g., S.E. Hinton, Judith Blume). Monitor the books that students are reading and encourage a balance in their reading choices. (See *Teacher Resource Manual*: Reading, "Creating a Balanced Reading Program".)

Choose chapters from novels or biographies that highlight character, setting, conflict or plot. Read a portion aloud to the students and encourage them to obtain the book from the library for individual reading to satisfy their curiosity.

Viewing could be reinforced through the use of film versions of many stories. Viewing parts of a story, and reading other sections may be a successful technique to encourage reading.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, WRITING

LEARNING OBJECTIVES

INVESTIGATES CHARACTERIZATION

- Identifies main characters
- Recognizes methods of characterization
- Finds clues that establish relationships between characters

Related Life Skills

Makes judgments in daily life about various levels of interacting with strangers.
e.g., – Allows a stranger into the house to use the telephone.
- Talks to a stranger (in a car) who has become lost in the neighbourhood and needs directions.
- Accepts a baby-sitting job in a stranger's home. A mutual friend says this is an acceptable household.
- Selects friends in a large junior high school.

Appraises people in daily life by listening to them and watching them interact with others. Recognizes that their conversations with others, others' actions toward them, and what others say about them, all help to form impressions of people.

Looks beyond surface characteristics in choosing friends.

Related Applications Across the Curriculum

Practical Arts

Observes the relationships between the supervisor and other employees.

Social Studies

Listens to a political debate and determines the relationship between the speakers.

Suggested Strategies/Activities

Students need to see the same person in various contexts, with the attendant behaviour changes, to understand that all of these behaviours can still be consistent with the overall character of the individual. However, sometimes the behaviour appears to be inconsistent or "out of character".

Collect and post examples of "out of character" behaviour. The newspapers may provide some interesting examples.
e.g., "President of college caught shoplifting."
"Law professor stabs wife to death on New Year's Eve."
"Police officer arranges wife's death."

What makes these stories hard to believe?
Discuss: Truth is stranger than fiction and stereotyping.

Choose a story with conversation among the characters. Ask students to form impressions of the main characters by noting:

- the characters' conversations
- the characters' actions
- what others say about them.

The characters in a story must be believable. Have the students share the reasons that they find the characters realistic/unrealistic. Cite examples of conversation and action that is consistent/inconsistent with the overall impression of the character. Choose stories that involve characters with whom I.O.P. students can readily identify. Identification with characters in a book can be a powerful agent by which students can deepen their understandings of human problems that affect either themselves or their classmates. Problems and concerns at this age often include:

- rejection by members of the opposite sex
- conflict within the family
- failure at school
- physical appearance.

In addition to our own judgments about a person, other people's perceptions about that person can give us important information. (Judges often call for character witnesses in courts of law.) Students need to learn to evaluate the total picture for themselves (i.e., How does this character talk, dress, behave? Who does he associate with?), and to listen to the perceptions of trusted friends. Use a thinking tools strategy to help students make character judgments (see *Teacher Resource Manual*: Inquiry).

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, WRITING

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES FORCES IN CONFLICT – individual vs individual – individual vs environment – individual vs self	Identifies sources of conflict in personal life. e.g., Wants to invite a friend for a sleep-over – parents refuse Wants more freedom to be independent and unsupervised – parents still seem in control Wants to ask an opposite sex friend to a dance/movie/party, but is afraid/shy/nervous
INVESTIGATES PLOT • Detects plot unfolding	Follows a mystery story on TV.
RESPONDS TO LITERATURE • Reads for a variety of purposes	Reads for pleasure.
• Identifies various types of reading material with individual appeal	Reads periodicals/magazines for information.
• Selects material at appropriate level of difficulty for independent reading	
• Forms a personal response	

Related Applications Across the Curriculum

Social Studies

Identifies forces involved in conflicts regarding current issues from newspapers, journals and newscasts:

e.g., individual vs individual
  - Mulroney vs Turner

  individual vs environment
  - non-smoking by-laws

  individual vs self
  - personal decision such as overcoming a fear or losing weight.

Recognizes conflicts in personal life and uses problem-solving/conflict resolution strategies to determine solutions.

Practical Arts

Begins to develop an appreciation for books, magazines, journals and other trade/business related literature.

Social Studies

Follows a news event, noting the unfolding plot over several weeks or until its completion.

Reads about famous people or events in provincial history.

e.g., Ernest Manning, Winnifred Stewart, R.C.M.P. and relates the experiences of these people to their personal lives and to their community.

Suggested Strategies/Activities

Initiate a discussion in which students share conflict situations. Record these and categorize them according to type of conflict.

Use a variety of strategies to attempt to resolve conflicts evident in a story or in real life. (See *Teacher Resource Manual*: Inquiry.)

Avoid stories with complicated plots, subplots or multiple plots. Semantic webs or flow charts can help to display the information visually that students may find difficult to remember.

Choose stories that provide opportunities to identify a sequence of events with students. Diagram the sequence of events/plot using a suggestion from the *Teacher Resource Manual*: Inquiry.

Discuss plot development using a variety of reading selections.

Have students predict the ending, or imagine an alternative ending that would be suitable considering the story elements.

Provide for choice in the books that are read and encourage extensive reading including books by Canadian/local authors. Allocate the equivalent of one period per week to U.S.S.R. (Uninterrupted Sustained Silent Reading). (See *Teacher Resource Manual*: Reading.) Recommendations may come from other students in the class, or students may wish to read more books by a known author. It is important to rethink the objective/analytical approach to literature and to stress the powerful role that reading plays in the construction of literary meaning. For students with reading difficulties, it is appropriate to focus on personal response rather than on a response determined by the text. The teacher may gain valuable insights on interaction between the students' world of experience and the reading experience by asking questions such as "What do you think is the most important word in this story, and why is it so important?" (Avoid looking for a class consensus or for a word matching a personal selection.)

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: RESPONDING TO LITERATURE / STRANDS: READING, VIEWING, WRITING

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THAT LITERATURE REFLECTS HUMAN LIFE AND EXPERIENCE	
• Identifies universal themes in literature • Identifies with the people and situations encountered in literature • Relates literary experience to personal experience • Becomes increasingly sensitive to the feelings of others	Reads to enhance personal perspective on life.
RECOGNIZES LITERARY DEVICES	
– symbolism – similes	Identifies the meanings of universal symbols in preparation for travel: e.g., Red Cross, airport.

Related Applications Across the Curriculum

Social Studies

Reads stories/books about cultural groups that immigrated to Canada and recognizes the difficulties experienced and contributions made.

e.g., Japanese Canadians who were interned during World War II or who worked and often died building Canada's railroad.

Suggested Strategies/Activities

Community Partnership

Invite Alberta authors/film producers, such as Monica Hughes, Marilyn Halverson, or Ann Wheeler, to speak to the class.

Teacher questioning strategies help mediate between the students' life experiences and the events and characters encountered in literature. Initiate a discussion using the following questions:

- Have you ever felt the way this main character felt (rejected, lonely, angry, happy)?
- Can you describe the experience?

By selective questioning, teachers are activating schemata, or the existing perceptual bases within the students to enable them to choose what to attend to as they read.

Ask the students to retell the theme of a story and to share the methods they used to arrive at their answer. Expect discrepancy – this is schema theory at work! Students will identify specific phrases or sentences; a repeated word, phrase or event; patterns of words, objects or events and relate these to the character(s) upon which they focussed.

Use the following to initiate a discussion about real life and literature:

- What are the threads of the story that everyone interprets alike?
- What are some universal human experiences we all share and understand?
- How does reading help us understand that in many ways we really are all basically "only human"?

Discuss universal symbols and their meaning. Many relate to emotions that people may have difficulty expressing in words.

e.g., Love, friendship - flowers, diamonds, rings
Death - albatross; skull and crossbones.

Encourage students to make analogies using similes. Students will be more comfortable and motivated if examples are about known people, objects and situations.

e.g., After swimming for three hours, I looked like a raisin.
Her hair is as soft as a kitten's coat.

LANGUAGE ARTS (I.O.P. GRADE 9)

CONCEPT: DEVELOPING LANGUAGE MECHANICS

- Understands the importance of using correct parts of speech in written and verbal communication.
- Understands and applies language conventions when developing written products.
- Understands and develops appropriate word recognition skills and spelling ability.
- Understands that the social situation reflects the selection of appropriate language.

SKILLS:

The skills relating to DEVELOPING LANGUAGE MECHANICS are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the need to develop and apply mechanically correct communication at home, at school, in the workplace and in the community.
- Develops a desire to adhere to the conventional mechanics of language in written and verbal communication.
- Develops curiosity and interest in the evolution of language.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: DEVELOPING LANGUAGE MECHANICS / STRANDS: WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
USES CORRECT PARTS OF SPEECH	
• Uses correct verb form – verb tense – subject/verb agreement – irregular verbs such as: be, have, go, see, do, come	Writes letters and invitations, using correct parts of speech. Uses correct parts of speech in discussions with co-workers, family and friends.
• Uses pronouns correctly – possessive pronouns – agreement between pronoun and pronoun reference	
• Recognizes and correctly uses a variety of parts of speech – noun – adjective – adverb	
USES TRANSITIONAL DEVICES: because, since, therefore, thus, also, in addition, further, but, however, though	
IDENTIFIES AND WRITES COMPLETE SENTENCES	
• Interprets compound and complex sentences	Demonstrates an increasing ability to use a variety of sentence forms in conversations.
• Writes paragraphs	
ADHERES TO CONVENTIONS IN SPELLING	
• Uses a systematic approach to identify **predictable** spellings	Develops/knows mnemonic devices for a variety of "spelling demons".
• Uses a systematic approach to identify **unpredictable** spellings	
• Uses a dictionary to check spellings	

Related Applications Across the Curriculum

General

Edits paragraphs and reports noting correct use of parts of speech in all subjects.

Practical Arts

Begins to appreciate the importance of proper speech patterns when communicating with the public:
e.g., selling products or services, interviewing, asking directions/ instructions.

Appreciates the importance of good writing skills in specific occupations:
e.g., receptionist, keyboard operator, mechanic.

Recognizes the importance of good writing skills in completing employment-related forms:
e.g., job application forms, resumes.

Mathematics

Writes a statement of the solution to a problem.

Suggested Strategies/Activities

Review the strategies provided in the Grade 8 section "Using Correct Parts of Speech".

Provide opportunities for students to practise identifying correct and editing incorrect use of parts of speech. Activities may include:

- a group analysis of the parts of speech used in sentences presented on an overhead projector
- class corrections of possessive pronouns in a student assignment
- pair editing of a first draft paragraph/report from language arts or another subject.

Spelling mistakes are often inconsistent and random. Encourage students to self-edit and peer-edit material before completing a final copy.

Teachers may instil a conscientious attitude and a habit of precision about accurate spelling by making dictionaries readily available and by modeling appropriate strategies and attitudes regarding spelling.

COURSE: LANGUAGE ARTS (I.O.P. Grade 9)
CONCEPT: DEVELOPING LANGUAGE MECHANICS / STRANDS: WRITING, SPEAKING

LEARNING OBJECTIVES	Related Life Skills
USES CORRECT PUNCTUATION: – period – comma – question mark – exclamation point – question mark	Uses correct punctuation when writing invitations, social and business letters, job applications.
IDENTIFIES APPROPRIATENESS OF FORMAL/INFORMAL REGISTERS • Identifies slang, idioms, clichés • Adheres to convention according to social situations	Dials 911 emergency number and relays information appropriately. Adjusts language register when speaking to the police, a judge, dentist/doctor, peer group, family members. Makes others (and self) feel comfortable in a more relaxed atmosphere.

Related Applications Across the Curriculum

General

Uses appropriate registers when addressing teachers, peers, community partnership personnel.

Suggested Strategies/Activities

Refer to the Grade 8 I.O.P. Language Arts Curriculum Guide, for information relating to developing punctuation.

Working in pairs may also be effective; while one partner reads work aloud, the other (who also has a copy) notes practices that need to be corrected. Teach students a simple system for coding errors. (See *Teacher Resource Manual*: Developing Language Mechanics, "COPS Self-correcting Strategy".)

Allow students to work in pairs to do some peer editing work. This requires a trusting atmosphere (see *Teacher Resource Manual*: Writing, "Peer Evaluation Guide").

Have students organize themselves into three groups. Assign each group the term slang, idiom or cliché. Have groups collect samples over a period of two days, and share their samples with classmates.

Initiate a discussion about the origins of slang, idioms and clichés and the social rules about using these communication forms. (See *Teacher Resource Manual*: Developing Language Mechanics.)